



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Macy Elementary School	19647666020176	October 31, 2019	November 4, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Although Macy Elementary School is not a Title I school, we develop a School Plan for Student Achievement. Macy's SPSA is written to align and the support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes, Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Goal 3 Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Macy's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2019 LJSD Parent Survey

The Lowell Joint School District sent surveys home to parents in the spring of 2019. All returned surveys were tallied over the summer. Parents were asked to respond to 24 questions with 'Agree / Disagree / Do Not Know'. Macy families returned 81 surveys.

Parents answer questions that cover 5 Focus Areas of program and school climate. Scores listed are for responses of Strongly Agree and Agree.

Focus Area #1 Academic Preparation

- Q2 - Strong Academic Program - 78.9%
- Q3 - Encourages High Academic Goals - 74%
- Q5 - Academic Support - 35.3%
- Q6 - Opportunities for Enrichment - 35%
- Q7 - Balanced Academic Program - 78.4%
- Q26 - School Provides Resources Needed - 70%
- Q27 - Student has access to Instructional Materials - 75%
- Q33 - Student Usually Understands Work - 85%

Focus Area #2 Parent Communication

- Q4 - Ongoing Parent Communication - 83.7%
- Q8 - Parent Understanding of California Content Standards - 64.5%
- Q9 - Frequent Information Regarding Student Progress - 72.1%
- Q17 - Timely Feedback on Assignments and homework - 79%
- Q21 - Parents Informed of School Activities - 87%
- Q24 - Decision making Process Clearly Communicated - 58%
- Q25 - Access to Technology and Can Receive School Emails - 98%
- Q30 - Parents Understand Identification Process for English Learners - 50%
- Q31 - School Communicates ELPAC Scores - 40%
- Q32 - Parents Informed of EL Parent Meetings - 22%

Focus Area #3 School Environment

- Q10 - Student Feels Welcome at School - 83.54%
- Q11 - Encourages Citizenship - 85.9%
- Q12 - Child Safe at School - 71.15%
- Q13 - Respect for Students - 78.4%
- Q16 - School Provides High Level of Service - 67.9%
- Q20 - Parents Feel Welcome - 73.9%
- Q22 - Parents Feel Comfortable Initiating a Conversation - 75%

Focus Area #5 Perception of School

- Q14 - Child Happy to Go to School - 82.2%
- Q15 - Staff Respectful - 78%

Q18 - Multiple Children - 57%
Q19 - Multi-Generation - 30%
Q28 - School Kept Clean - 90%
Q29 - School Needs Modernization - 92%

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts classroom observations. There are regular informal observations and class visitations, and the principal is visible on campus. Formal observations are completed biannually followed by a formal evaluation. Teachers meet regularly each Monday as grade level teams. The principal visits teams at this time for updates and programming issues that arise.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administration and staff at Macy Elementary rely on analysis of state and local assessments to modify instruction using evidence based strategies and programs to improve achievement for all learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Macy use data to monitor student progress. Data provides critical information for educators, families, and students and is the basis for modifying instruction and improving outcomes for all learners. Macy staff uses data from: Accelerated Reader STAR Reading, Lexia, St Math, CAASPP Assessment Data (As made available by CDE) and District Benchmark scores.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Macy meet the requirements to be highly qualified as required by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers, T-K - 6 are fully credentialed and participate frequently in district, site and independent professional development trainings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development and trainings are fully aligned to state content standards, designed to address assessed student performance needs, and to develop our staff's needs as professional educators. Upon review of student achievement scores it is evident that writing is an area of need at Macy. Writing will be a targeted area of improvement through the implementation of the district provided program Write from the Beginning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Macy have on-going support of site and district administration and trainers from Thinking Maps and Write from the Beginning several times annually.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet regularly each Monday as grade level teams. The principal visits teams at this time for updates and programming issues that arise. Teachers meet district wide with their grade level cohorts to share ideas and develop curriculum.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are required to submit weekly schedules that outline when subjects are taught and for how long to ensure that instructional minutes are met.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers have access to the District level pacing guide for core subjects. Grade levels meet regularly to review and monitor the master schedule designed for flexibility to provide intervention for students during the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students at Macy receive services provided by the regular program in several ways. All Macy teachers use Accelerated Reader and ST Math with fidelity, are GLAD trained and use GLAD strategies in their classrooms. Macy has an intervention teacher who works with small groups of underperforming students twice each week during the school day

Evidence-based educational practices to raise student achievement

All Macy teachers use Accelerated Reader and ST Math with fidelity, are GLAD trained and use GLAD strategies in their classrooms. Teachers are trained in and use Thinking Maps and are implementing Writing Across the Curriculum.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Macy has a strong and active PTA. whose members are involved in daily activities at school. Macy's School Site Council holds regular meetings and has an active and important role in the decision making process.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Macy has an active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets monthly to approve and monitor annual goals. Each month, the SSC reviews a SPSA goal and discussed implementation as well as possible modifications based on a current needs assessment and analysis of data.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

NA

Fiscal support (EPC)

Macy receives a Low Performing Schools Grant.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update. The principal attends monthly PTA and SSC meetings, parents and students are surveyed annually. Our goals related to student achievement were determined at our first SSC meeting on October 4, 2019 when, as a group we reviewed achievement data, the school survey results and the California Dashboard. Our next meetings are planned for October 31, 2019, November 21, 2019, January 23, 2020, February 27, 2020, March 26, 2020, and April 23, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

It became evident in reviewing the data as part of the comprehensive needs assessment a large percentage of our students did not have access to before and after school interventions. To address this need staff collaborated and developed during the school day interventions in order to meet the needs of all students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	1.1%	0.99%	1.16%	6	5	6
Asian	3.6%	2.98%	4.24%	19	15	22
Filipino	1.0%	0.40%	0.77%	5	2	4
Hispanic/Latino	59.1%	60.24%	58.19%	311	303	302
Pacific Islander	0.4%	0.20%	0.39%	2	1	2
White	32.7%	32.60%	32.76%	172	164	170
Multiple/No Response	0.6%	0.60%	0.77%	3	3	4
	Total Enrollment			526	503	519

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	70	47	75
Grade 1	71	72	54
Grade 2	78	74	72
Grade3	75	85	80
Grade 4	75	78	78
Grade 5	68	74	78
Grade 6	89	73	82
Total Enrollment	526	503	519

Conclusions based on this data:

1. There was a slight increase in the Asian student subgroup from 2.98% to 4.24%.
2. Based on this data there is a significant increase in kindergarten enrollment from 47 to 74, and a drop in first grade enrollment from 72 to 54 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	33	23	19	6.3%	4.6%	3.7%
Fluent English Proficient (FEP)	38	33	27	7.2%	6.6%	5.2%
Reclassified Fluent English Proficient	12	6	8	34.3%	18.2%	34.8%

Conclusions based on this data:

1. There is an overall reduction in the EL enrollment at Macy

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	83	82	74	79	82	74	79	82	98.7	95.2	100
Grade 4	77	80	77	75	79	72	75	79	72	97.4	98.8	93.5
Grade 5	63	75	77	62	71	76	62	71	76	98.4	94.7	98.7
Grade 6	84	73	81	84	71	79	84	71	79	100	97.3	97.5
All	299	311	317	295	300	309	295	300	309	98.7	96.5	97.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2469.	2439.	2438.	41.89	34.18	34.15	29.73	25.32	20.73	16.22	15.19	18.29	12.16	25.32	26.83
Grade 4	2468.	2469.	2470.	24.00	25.32	25.00	28.00	30.38	25.00	22.67	17.72	23.61	25.33	26.58	26.39
Grade 5	2542.	2499.	2512.	38.71	16.90	22.37	30.65	32.39	35.53	17.74	21.13	22.37	12.90	29.58	19.74
Grade 6	2529.	2544.	2531.	22.62	26.76	20.25	27.38	35.21	32.91	22.62	15.49	22.78	27.38	22.54	24.05
All Grades	N/A	N/A	N/A	31.19	26.00	25.57	28.81	30.67	28.48	20.00	17.33	21.68	20.00	26.00	24.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.54	35.44	43.90	45.95	46.84	35.37	13.51	17.72	20.73
Grade 4	26.67	30.38	26.39	56.00	46.84	48.61	17.33	22.78	25.00
Grade 5	45.16	28.17	28.95	40.32	43.66	51.32	14.52	28.17	19.74
Grade 6	23.81	32.39	16.46	51.19	42.25	55.70	25.00	25.35	27.85
All Grades	33.22	31.67	29.13	48.81	45.00	47.57	17.97	23.33	23.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.89	34.18	23.17	41.89	34.18	42.68	16.22	31.65	34.15
Grade 4	24.00	21.52	12.50	62.67	54.43	63.89	13.33	24.05	23.61
Grade 5	51.61	30.99	21.05	33.87	38.03	53.95	14.52	30.99	25.00
Grade 6	30.95	30.99	24.05	42.86	43.66	54.43	26.19	25.35	21.52
All Grades	36.27	29.33	20.39	45.76	42.67	53.40	17.97	28.00	26.21

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.89	21.52	26.83	47.30	58.23	58.54	10.81	20.25	14.63
Grade 4	10.67	27.85	23.61	66.67	56.96	63.89	22.67	15.19	12.50
Grade 5	30.65	14.08	23.68	58.06	67.61	56.58	11.29	18.31	19.74
Grade 6	17.86	21.13	15.19	69.05	67.61	67.09	13.10	11.27	17.72
All Grades	24.75	21.33	22.33	60.68	62.33	61.49	14.58	16.33	16.18

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.30	34.18	29.27	40.54	39.24	39.02	12.16	26.58	31.71
Grade 4	22.67	20.25	22.22	56.00	55.70	48.61	21.33	24.05	29.17
Grade 5	35.48	21.13	28.95	51.61	52.11	52.63	12.90	26.76	18.42
Grade 6	28.57	42.25	25.32	52.38	40.85	49.37	19.05	16.90	25.32
All Grades	33.22	29.33	26.54	50.17	47.00	47.25	16.61	23.67	26.21

Conclusions based on this data:

- Overall 48.88% of 3rd graders met or exceeded standards, while 50% of 4th graders met or exceeded standards. In addition, 57.87% and 53.16% of fifth and sixth graders (respectively) met or exceeded standards.
- Third through sixth grade need support in the area of Literacy and Non-Fictional Text, Clear and Purposeful Writing, and Investigating, Analyzing, and Presenting Information as evidence by an approximate average of 27.3%, across these grade levels, not meeting standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	83	82	74	79	82	74	79	82	98.7	95.2	100
Grade 4	77	80	77	75	79	72	75	79	72	97.4	98.8	93.5
Grade 5	63	75	77	62	71	76	62	71	76	98.4	94.7	98.7
Grade 6	84	73	81	84	71	79	84	71	79	100	97.3	97.5
All	299	311	317	295	300	309	295	300	309	98.7	96.5	97.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.	2423.	2436.	35.14	16.46	23.17	33.78	35.44	28.05	14.86	21.52	26.83	16.22	26.58	21.95
Grade 4	2469.	2462.	2459.	14.67	11.39	8.33	28.00	32.91	38.89	37.33	32.91	34.72	20.00	22.78	18.06
Grade 5	2525.	2489.	2495.	22.58	14.08	15.79	22.58	18.31	19.74	41.94	33.80	39.47	12.90	33.80	25.00
Grade 6	2514.	2523.	2514.	21.43	16.90	17.72	21.43	22.54	17.72	23.81	36.62	30.38	33.33	23.94	34.18
All Grades	N/A	N/A	N/A	23.39	14.67	16.50	26.44	27.67	25.89	28.81	31.00	32.69	21.36	26.67	24.92

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	50.00	29.11	32.93	29.73	41.77	41.46	20.27	29.11	25.61	
Grade 4	25.33	24.05	22.22	45.33	40.51	47.22	29.33	35.44	30.56	
Grade 5	32.26	15.49	23.68	38.71	36.62	40.79	29.03	47.89	35.53	
Grade 6	28.57	26.76	24.05	30.95	35.21	30.38	40.48	38.03	45.57	
All Grades	33.90	24.00	25.89	35.93	38.67	39.81	30.17	37.33	34.30	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.59	26.58	30.49	37.84	40.51	48.78	17.57	32.91	20.73
Grade 4	14.67	16.46	9.72	54.67	53.16	66.67	30.67	30.38	23.61
Grade 5	25.81	12.68	9.21	51.61	49.30	59.21	22.58	38.03	31.58
Grade 6	22.62	18.31	15.19	41.67	47.89	49.37	35.71	33.80	35.44
All Grades	26.78	18.67	16.50	46.10	47.67	55.66	27.12	33.67	27.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.35	25.32	30.49	33.78	51.90	41.46	14.86	22.78	28.05
Grade 4	22.67	16.46	25.00	48.00	55.70	44.44	29.33	27.85	30.56
Grade 5	20.97	14.08	15.79	54.84	49.30	53.95	24.19	36.62	30.26
Grade 6	25.00	19.72	15.19	40.48	49.30	46.84	34.52	30.99	37.97
All Grades	30.17	19.00	21.68	43.73	51.67	46.60	26.10	29.33	31.72

Conclusions based on this data:

1. Overall 51.22% of 3rd graders met or exceeded standards, while 47.22% of 4th graders met or exceeded standards. In addition, 35.5% and 34.62% of fifth and sixth graders (respectively) met or exceeded standards.
2. Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, Communicating Reasoning as evidence by an approximate average of 29.69%, across these grade levels, not meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
Grade 6	*		*		*		*	
All Grades							26	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*		26	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*		26	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*		26	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	42.31		*		*		26	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		50.00		*		26	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		26	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		26	

Conclusions based on this data:

1. There is no data at this time

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
503	29.2%	4.6%	0.8%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	4.6%
Foster Youth	4	0.8%
Homeless	21	4.2%
Socioeconomically Disadvantaged	147	29.2%
Students with Disabilities	67	13.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0%
Asian	15	3.0%
Filipino	2	0.4%
Hispanic	303	60.2%
Two or More Races	10	2.0%
Pacific Islander	1	0.2%
White	164	32.6%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. The current status of yellow in both ELA and math are in line with data from the CAASPP, showing that overall ELA and math scores have declined.
2. The change from yellow to green status in the Suspension Rate indicator shows that the programs put in place for last year, PBIS training and implementation, were successful.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 6.2 points above standard Declined -14 points 292 students	<p>English Learners</p>  Orange 23.8 points below standard Declined -14.5 points 33 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 39.3 points below standard 15 students	<p>Socioeconomically Disadvantaged</p>  Orange 44.3 points below standard Declined -34.9 points 89 students	<p>Students with Disabilities</p>  Red 88.6 points below standard Declined -27 points 49 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.7 points below standard Declined -15.5 points 182 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 15.7 points above standard Declined -21.7 points 91 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10 students	11.6 points below standard Declined -24.3 points 23 students	9.3 points above standard Declined -14.5 points 252 students

Conclusions based on this data:

- The data shows that there is a decline in all subgroups, but the decline among EL, SED, and SPED students is dramatic. It is clear that programs such as Accelerated Reader was not used with fidelity.
- Administration and staff at Macy need to fully implement Accelerated Reader, Thinking Maps, and Write from the Beginning as interventions to improve student achievement among these groups.

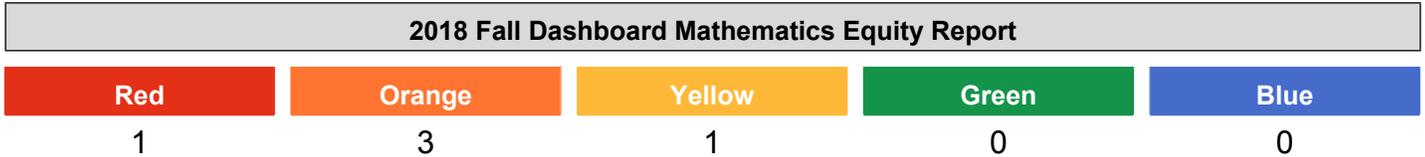
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 22.4 points below standard Declined -17.4 points 292 students	<p>English Learners</p>  Orange 55.9 points below standard Declined -17.5 points 33 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 58.7 points below standard 15 students	<p>Socioeconomically Disadvantaged</p>  Orange 72.7 points below standard Declined -32 points 89 students	<p>Students with Disabilities</p>  Red 108.7 points below standard Declined -20.8 points 49 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33 points below standard Declined -18.1 points 182 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 13 points below standard Declined -23.2 points 91 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10 students	52.8 points below standard Declined -28.2 points 23 students	18.7 points below standard Declined -17.7 points 252 students

Conclusions based on this data:

1. With all student groups scoring at yellow, and Hispanic, SED, and EL students in the orange, it appears as though the interventions put in place last year were not successful.
2. Macy needs to put in place programs to improve student achievement in all subgroups, and teachers need to implement the existing programs with fidelity.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
26	30.8%	30.8%	3.8%	34.6%

Conclusions based on this data:

1.

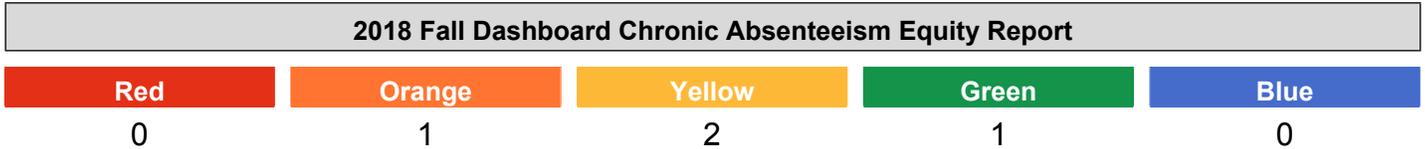
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 3.8% chronically absent Increased 1.4% 521 students	<p>English Learners</p>  No Performance Color 7.4% chronically absent Increased 2% 27 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
<p>Homeless</p>  No Performance Color 0% chronically absent Maintained 0% 23 students	<p>Socioeconomically Disadvantaged</p>  Yellow 5% chronically absent Increased 1.4% 161 students	<p>Students with Disabilities</p>  Orange 10.5% chronically absent Increased 5.8% 86 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Maintained 0% 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.7% chronically absent Increased 2.9% 316 students	 No Performance Color 0% chronically absent Maintained 0% 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 2.4% chronically absent Increased 0.7% 167 students

Conclusions based on this data:

1. Data from the Chronic Absenteeism indicator show that Macy would benefit from improved student engagement.

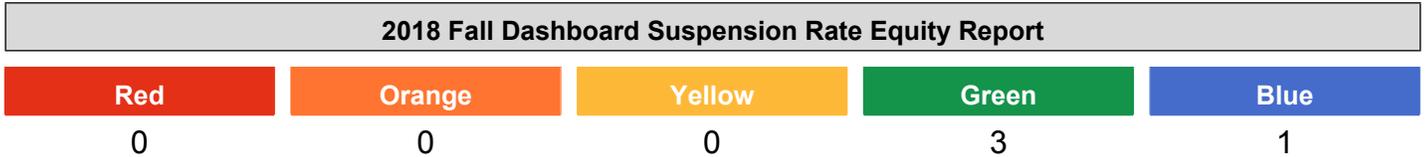
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.6% suspended at least once</p> <p>Declined -0.9%</p> <p>526 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>27 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -6.3%</p> <p>23 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.2% suspended at least once</p> <p>Declined -1.6%</p> <p>162 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.2% suspended at least once</p> <p>Declined -3.5%</p> <p>86 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 16 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.6% suspended at least once Declined -0.6% 319 students	 No Performance Color 0% suspended at least once Maintained 0% 13 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0.6% suspended at least once Declined -1.7% 168 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.4% suspended at least once	1.5% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. Review of the Suspension Rate data, which shows the improvement from yellow to green, supports the continued use of programs put in place to improve student engagement and school climate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community. ***

Goal 1

Macy elementary will improve its attendance rate as measured by year end attendance records and movement from orange to yellow on the California Dashboard Chronic Absenteeism indicator. We believe we can achieve this through encouraging student and teacher passion, and fostering student and family engagement.

Identified Need

Macy's current Dashboard Attendance indicator shows a status of orange with a 3.8% absenteeism rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Absenteeism Indicator	Macy's current Dashboard Attendance indicator shows a status of orange with a 3.8% absenteeism rate.	Macy will improve student attendance as measured by the CA Dashboard by improving from orange to yellow
Student Attendance Records	Macy's attendance records, as reported monthly, show an increase in chronic absenteeism.	Macy's daily attendance will meet or exceed 95% monthly as evidence by local data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers at Macy will provide class rewards for attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified
0	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will be awarded perfect attendance certificates at the end of the year to acknowledge their achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Purchase of Certificates

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School wide use of Eagle Cards and Principal's Award to positively reinforce attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified No cost is associated with this strategy/activity

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School to home communication regarding the importance of attendance and its link to academic success

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified
No cost is associated with this strategy/activity

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

District providing incentive to edduce 98% or higher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As this is our first year addressing attendance there is no data to compare.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts (ELA)

LEA/LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Goal 2

By August 2020, the number of students in grades 3-6 scoring below standard in ELA will decrease by 5% as measured by the Smarter Balanced performance summary.

Identified Need

Macy had a 14 point decline in ELA as indicated by a status of yellow in 2018 ELA 2018 CA Dashboard reports that all students in ELA are ranked Yellow with 6.2 points above standard, but declined 14 points. Students with Disabilities (SWD) were Red and 88.6 points below standard. English Language (EL) learners and Students who are Economically Disadvantaged (SED) were Orange; 23.8 and 44.3 points below standards respectively. The Hispanic subgroup scored Yellow and were 3.7 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Macy performance summary from the Smarter Balanced CAASPP shows 46% of students tested did not meet the standard	By August 2020, 51% of students tested will met the standard in ELA on the Smarter Balanced CAASPP
CA Dashboard Data	Macy had a 14 point decline in ELA as indicated by a status of yellow in 2018 ELA 2018 CA Dashboard reports that all students in ELA are ranked Yellow with 6.2 points above standard, but declined 14 points. Students with Disabilities (SWD) were Red and 88.6 points below standard. English Language (EL) learners and Students who are Economically Disadvantaged (SED) were Orange; 23.8 and 44.3 points below standards respectively. The Hispanic subgroup scored	Macy will show a status of green on the California Dashboard ELA indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Yellow and were 3.7 points below standard.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will implement the district adopted ELA program Thinking maps and Write from the Beginning writing curriculum with fidelity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
No cost associated with this strategy/activity

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Under the direction of their teachers, all students will complete one entire writing process every six weeks. Teachers will provide students with exemplars and rubrics as guidance throughout the writing process. During PLC time teachers will work to develop rubrics and exemplars and work through writing samples to share successes and areas in need of improvement. Through this professional sharing and discussion, instruction and student performance in writing will improve.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
No cost associated with this strategy/activity

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

An intervention teacher will be hired two days a week to work toward reading fluency and comprehension with students who did not meet the standard in ELA on the CAASPP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Salary for Intervention teacher

7,000

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of Accelerated Reader to be used in grades 1-6 to build fluency and comprehension. Teachers will submit monthly reading assessment scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

Donations
5000-5999: Services And Other Operating
Expenditures
Purchase of Software Program

2388

LCFF
5000-5999: Services And Other Operating
Expenditures
Purchase of Software Program

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With a change in principal it is difficult to know all of the details of implementation over the last year, moving forward, the programs will be reviewed and monitored for usage and impact on student achievement. A review of the performance summary of CAASPP scores in ELA show an overall 3% decrease of students meeting the standard, with a drop from 57% to 54%, which indicates that the programs were either ineffective or not used with articulated goals or fidelity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the Accelerated Reader (AR) program continues from last year, the school will purchase the program instead of the PTA. Furthermore, the addition of the Intervention Teacher will impact budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes in the program which will lead to improved student achievement are found in the implementation of the district adopted writing programs, completion of the entire writing process every 6 weeks, and improved PLC time for teachers as outlined above.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Goal 3

Macy students will continue to strive towards high levels of academic excellence in relation to being College and Career Ready in Math as measured by the CA Dashboard .

Identified Need

Math 2018 CA Dashboard reports that all students in Math are ranked Yellow with 22.4 points below standard. Students with Disabilities (SWD) scored Red with 108.7 points below the standard. Scoring Orange were the English Learners (EL) at 55.9 points below standard, Hispanics were 33 points below standards, and Socio Economically Disadvantaged (SED) students were 72.7 points below standard. White was Yellow with 13 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	58% of students did not meet the standard in the area of math on the CAASPP	All students will demonstrate an increase in academic growth on the 2020 CAASPP assessment while either maintaining our current green ranking or show progress toward moving one Five-by-Five placement band in ELA (and Math).
CA Dashboard	Math 2018 CA Dashboard reports that all students in Math are ranked Yellow with 22.4 points below standard. Students with Disabilities (SWD) scored Red with 108.7 points below the standard. Scoring Orange were the English Learners (EL) at 55.9 points below standard, Hispanics were 33 points below standards, and Socio Economically Disadvantaged (SED) students were 72.7	All students will demonstrate an increase in academic growth on the 2020 CAASPP assessment by showing progress toward moving one Five-by-Five placement band in math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	points below standard. White was Yellow with 13 points below standard.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All classrooms will display a CUBES poster and students will be trained to employ the CUBES process for solving daily word problem.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Site Formula Funds 4000-4999: Books And Supplies Cost of CUBE posters for each classroom grades 2-6

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide 3rd - 6th grade teachers with time to observe master teachers and dedicated time to collaborate together (Instructional Team Planning ITP) in order to implement best practice instruction for our weaker claim areas in math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2700	District Funded 1000-1999: Certificated Personnel Salaries

	Cost of grade level substitutes for all grade levels so each grade level can observe, then meet and plan for a full school day
540	District Funded 3000-3999: Employee Benefits Cost of benefits for grade level substitutes for all grade levels so each grade level can observe then meet and plan for a full school day

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will use ST math, a visual instructional program that builds a conceptual understanding of math through rigorous learning and creative problem solving that helps to engage, motivate and challenge students toward higher achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200	Parent-Teacher Association (PTA) Purchase of Software

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The performance summary of CAASPP scores in math show 51% of students met the standard in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Careful review of the CAASPP scores in math show a deficiency in problem solving and Modeling/Data in all grades. 70% of 3rd graders scored at near or below standard, 91% of 4th graders are near or below standard, and 5th and 6th graders near or below standard at the rate of

92% and 85% respectively. To address this deficiency materials will be purchased that will impact the budget. we need to monitor usage and efficiency of these strategies carefully.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional collaboration, use of ST math, and the addition of the CUBES strategy will improve student achievement in math as articulated above.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture

LEA/LCAP Goal

Strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

Goal 4

By August 2020, Macy will work to establish a culture which encourages positive relationships among our staff and families through effective communication, as evidenced by our LCAP parent survey.

Identified Need

Review of the LCAP Parent Survey shows that 24% feel that data is not provided that demonstrates student achievement, 13% do not believe that they are well informed about opportunities to be involved, 24% do not feel comfortable initiating discussions with school staff, 23% do not feel welcome at the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	Review of the LCAP Parent Survey shows that 24% feel that data is not provided that demonstrates student achievement, 13% do not believe that they are well informed about opportunities to be involved, 24% do not feel comfortable initiating discussions with school staff, 23% do not feel welcome at the school.	By August 2020 as seen in the LCAP surveys parents will have an overall more positive rating of the school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The creation of a school newsletter to be distributed to all families each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Cost associated for this Strategy/Activity associated with purchase of paper

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update school website regularly, listing upcoming events and opportunities for parents and students at the school, as well as achievements of our students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social media sites associated with the school (Twitter, Instagram, Facebook) will be kept up to date and will display information about upcoming events, as well as information and photos of school events.

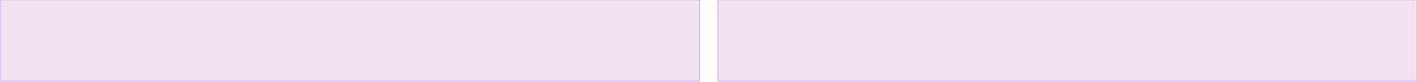
Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)



Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As this is our first year addressing attendance there is no data to compare.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,378.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$13,240.00
Donations	\$6,000.00
LCFF	\$11,388.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$4,200.00
Site Formula Funds	\$550.00

Subtotal of state or local funds included for this school: \$35,378.00

Total of federal, state, and/or local funds for this school: \$35,378.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	13,240.00
Donations	6,000.00
LCFF	11,388.00
None Specified	0.00
Parent-Teacher Association (PTA)	4,200.00
Site Formula Funds	550.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	2,700.00
2000-2999: Classified Personnel Salaries	10,000.00
3000-3999: Employee Benefits	540.00
4000-4999: Books And Supplies	550.00
5000-5999: Services And Other Operating Expenditures	8,388.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	District Funded	2,700.00
2000-2999: Classified Personnel Salaries	District Funded	10,000.00
3000-3999: Employee Benefits	District Funded	540.00
5000-5999: Services And Other Operating Expenditures	Donations	6,000.00
	LCFF	7,000.00
	LCFF	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,388.00
None Specified	None Specified	0.00
	Parent-Teacher Association (PTA)	4,200.00
4000-4999: Books And Supplies	Site Formula Funds	550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,200.00
Goal 2	25,388.00
Goal 3	7,590.00
Goal 4	200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gary Borg	Parent or Community Member
Amy Knierim	Parent or Community Member
Shannon Ladwig	Parent or Community Member
Chelsea Shrainer	Parent or Community Member
Angela Fernandez	Parent or Community Member
Christian Mangold	Classroom Teacher
Mary Shaw	Classroom Teacher
Patty Jacobsen	Principal
Aida Arcega	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

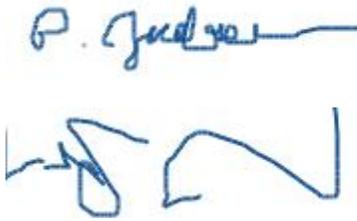
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/31/2019.

Attested:



Principal, Patricia K. Jacobsen on 10/31/2019

SSC Chairperson, Chelsea Shrainer on 10/31/2019

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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