

School Year: **2022-23**



# Single 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
Cutten Elementary School	12-62745-6007736	May 16, 2023	

## 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.

A variety of goals, actions, and services are in place to ensure we meet the two goals in our Local Control and Accountability Plan. Those goals are 1) Increase student achievement levels, improving the foundation for college and career readiness, and 2) Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Annual review of progress toward these goals is performed through the following:

- Stakeholder surveys and meetings
- Review of student performance data by school staff
- Progress monitoring by district Leadership Team
- Development of this plan by the School Site Council

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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).

Throughout the school year a variety of surveys and meetings are used to collect stakeholder input. These include LCAP surveys and meetings with parents/guardians/community members and staff. Additionally, student input is collected through the use of surveys on school climate and academics. The California Healthy Kids Survey is also given bi-annually to all fifth grade students.

The LCAP survey results show strong majorities of parents/guardians feel the school meets or exceeds expectations in academics, school climate, and the condition of the facilities.

## Classroom Observations

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

Regular, unannounced, informal observations are made weekly throughout the campus. Formal, scheduled observations for the purpose of evaluations are made annually for certificated staff who have been with the district for one or two years and bi-annually for certificated staff who have been with the district for three or more years. Certificated staff with more than ten years in the district may receive formal evaluations once every five years.

Overall, formal and informal observations show that our teachers have a strong commitment to student achievement and to creating warm and welcoming classroom environments. High expectations, differentiation, and consistency in teaching to multiple learning styles are common throughout the school.

## 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)

### Local Multiple Measures

All students are evaluated throughout the school year using research-based assessments and district-created multiple measures of student performance. The system has evolved over the past several years with these goals in mind:

1. To measure every student's performance against state standards in mathematics and language arts to determine grade level proficiency;
2. To combine varied performance assessments using a compensatory model;
3. To inform teaching so instruction is improved for students of all abilities;
4. To allow for flexibility given changes in curriculum, state and federal requirements, and research regarding best practices;
5. To inform parents of their child's progress in meeting state standards.

Each fall, CAASPP results (when available) from the previous year are reviewed by grade level teams to identify areas of strength and need.

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

Ongoing assessment results are analyzed by grade-level teams and the district Leadership Team throughout the school year to help inform instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

1. Possess a bachelor's degree
2. Hold a valid teaching credential
3. Demonstrated core academic subject matter competence

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

One hundred percent of our faculty are fully credentialed and appropriately assigned. In addition to professional development opportunities offered during preservice duty days and events throughout the school year, the district also sponsors staff to attend locally offered workshops, classes, and conferences.

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

Each year the District Leadership Team selects one or more professional focus areas based on current goals based on student assessment and parent survey data.

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

Under the direction of the District Leadership Team, support is provided to teachers based on assessment data and teacher feedback.

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

Structured grade level collaboration is scheduled at least once per month during weekly early dismissal days.

## Teaching and Learning

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

All teaching materials in English language arts, mathematics, science, and history/social studies are fully aligned with current California state standards.

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

At the beginning of each school year teachers submit weekly schedules to the site administrator to ensure the recommended instruction minutes are taught in each subject.

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

Grade level teams reevaluate year long scope and sequencing at the start of each school year to ensure appropriate lesson and unit pacing.

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

Standards-based instructional materials are available to 100% of students.

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 teachers utilize standards-aligned instructional materials, including intervention materials.

## Opportunity and Equal Educational Access

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

In addition to classroom differentiation, the school offers multiple intervention programs and supports, including:

- Classroom Instructional Aides: Three hour daily aide in every classroom
- Tier II Instructional support in ELA and mathematics

## Evidence-based educational practices to raise student achievement

Evidence-based practices aimed at raising student achievement include:

- 100% highly qualified teaching staff
- 100% Common Core aligned instructional materials
- Intervention supports utilizing research-based materials and assessments (see above)

## Parental Engagement

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

In addition to the services mentioned above, our actively involved community also helps support all students. The Parent Teacher Association provides annual funding for a variety of activities and programs intended to increase student engagement and achievement.

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)

The School Site Council provides input on school programs throughout the school year, which is referenced in the development and review of ConApp programs.

## Funding

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

Services funded by categorical funds to support underperforming students include:

- Maintaining appropriate class sizes (24:1 in grade 3 and 28:1 in grades 4-6)
- Classroom instructional aides in every classroom (3-6)
- Multiple intervention programs and supports utilizing research-based materials and assessments

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

## Educational Partner 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**

Annual review and update of the SPSA is based on results from LCAP stakeholder surveys and input from the School Site Council.



## Resource Inequities

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

Through the LCAP process and review of data by the School Site Council, the following have been identified as some of our greatest areas of need:

1. Continue addressing learning loss
2. Support social-emotional learning
3. Provide professional development in mathematics
4. Increase academic enrichment opportunities

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	7.25%	5.6%	4.36%	25	18	14
African American	0.29%	0.3%	0.31%	1	1	1
Asian	3.48%	3.4%	3.12%	12	11	10
Filipino	0.29%	0.3%	%	1	1	
Hispanic/Latino	13.33%	13.7%	11.53%	46	44	37
Pacific Islander	0.58%	0.3%	0.31%	2	1	1
White	62.61%	61.2%	62.93%	216	197	202
Multiple/No Response	12.17%	15.2%	17.45%	42	49	56
	<b>Total Enrollment</b>			345	322	321

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade3	102	84	72
Grade 4	85	93	85
Grade 5	79	79	96
Grade 6	79	66	68
<b>Total Enrollment</b>	345	322	321

### Conclusions based on this data:

1. Enrollment (overall and in subgroups) has remained steady between 2020-2021 and 2021-2022 (Difference of one.)
2. Our Hispanic/Latino percentage has decreased from 2020-2021, while our percentage of Multiple/No response has increased.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	6	8	4	1.7%	2.50%	1.2%
Fluent English Proficient (FEP)	11	7	7	3.2%	2.20%	2.2%
Reclassified Fluent English Proficient (RFEP)	2	1		33.3%	12.5%	

### Conclusions based on this data:

1. Our percentage of EL students decreased from the 2020-2021 school year.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	86	69	82	0	69	82	0	69	100	0.0	100.0
Grade 4	81	93	85	79	0	84	79	0	84	97.5	0.0	98.8
Grade 5	84	78	93	83	0	92	83	0	92	98.8	0.0	98.9
Grade 6	76	65	67	76	0	67	76	0	67	100	0.0	100.0
All Grades	323	322	314	320	0	312	320	0	312	99.1	0.0	99.4

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2427.		2429.	21.95		18.84	28.05		31.88	24.39		34.78	25.61		14.49
Grade 4	2473.		2480.	27.85		22.62	18.99		35.71	25.32		23.81	27.85		17.86
Grade 5	2511.		2513.	19.28		22.83	38.55		42.39	18.07		11.96	24.10		22.83
Grade 6	2539.		2530.	17.11		11.94	34.21		37.31	31.58		34.33	17.11		16.42
All Grades	N/A	N/A	N/A	21.56		19.55	30.00		37.18	24.69		25.00	23.75		18.27

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.17		17.39	51.22		71.01	25.61		11.59
Grade 4	24.05		26.19	49.37		65.48	26.58		8.33
Grade 5	32.53		26.09	44.58		58.70	22.89		15.22
Grade 6	19.74		16.42	53.95		73.13	26.32		10.45
All Grades	25.00		22.12	49.69		66.35	25.31		11.54

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.73		5.80	62.20		75.36	17.07		18.84
Grade 4	22.78		7.14	49.37		75.00	27.85		17.86
Grade 5	37.35		19.57	40.96		64.13	21.69		16.30
Grade 6	19.74		14.93	65.79		61.19	14.47		23.88
All Grades	25.31		12.18	54.38		68.91	20.31		18.91

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.61		10.14	54.88		72.46	19.51		17.39
Grade 4	21.52		17.86	65.82		75.00	12.66		7.14
Grade 5	10.84		9.78	75.90		78.26	13.25		11.96
Grade 6	14.47		14.93	75.00		74.63	10.53		10.45
All Grades	18.13		13.14	67.81		75.32	14.06		11.54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.29		20.29	50.00		65.22	31.71		14.49
Grade 4	20.25		14.29	54.43		78.57	25.32		7.14
Grade 5	18.07		11.96	56.63		71.74	25.30		16.30
Grade 6	31.58		11.94	53.95		74.63	14.47		13.43
All Grades	21.88		14.42	53.75		72.76	24.38		12.82

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students at or near standard went up in each subject.
2. The overall percentage of students at standard not met decreased.
3. The overall percentage of students who exceeded standard decreased.



# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	86	69	82	0	68	82	0	68	100	0.0	98.6
Grade 4	81	93	85	79	0	84	79	0	84	97.5	0.0	98.8
Grade 5	84	78	93	83	0	92	83	0	92	98.8	0.0	98.9
Grade 6	76	65	67	76	0	67	76	0	67	100	0.0	100.0
All Grades	323	322	314	320	0	311	320	0	311	99.1	0.0	99.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2438.		2441.	20.73		14.71	30.49		42.65	34.15		26.47	14.63		16.18
Grade 4	2472.		2482.	13.92		15.48	26.58		36.90	39.24		33.33	20.25		14.29
Grade 5	2502.		2498.	19.28		8.70	20.48		27.17	30.12		43.48	30.12		20.65
Grade 6	2534.		2544.	22.37		23.88	19.74		23.88	28.95		37.31	28.95		14.93
All Grades	N/A	N/A	N/A	19.06		15.11	24.38		32.48	33.13		35.69	23.44		16.72

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.49		27.94	45.12		52.94	24.39		19.12
Grade 4	22.78		21.43	41.77		55.95	35.44		22.62
Grade 5	28.92		16.30	30.12		60.87	40.96		22.83
Grade 6	32.89		17.91	32.89		61.19	34.21		20.90
All Grades	28.75		20.58	37.50		57.88	33.75		21.54

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.17		23.53	58.54		63.24	18.29		13.24
Grade 4	24.05		23.81	46.84		58.33	29.11		17.86
Grade 5	22.89		7.61	42.17		75.00	34.94		17.39
Grade 6	19.74		23.88	48.68		58.21	31.58		17.91
All Grades	22.50		18.97	49.06		64.31	28.44		16.72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24.39		17.65	50.00		67.65	25.61		14.71
Grade 4	18.99		9.52	51.90		64.29	29.11		26.19
Grade 5	14.46		4.35	44.58		69.57	40.96		26.09
Grade 6	18.42		19.40	48.68		62.69	32.89		17.91
All Grades	19.06		11.90	48.75		66.24	32.19		21.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students at or near standard went up in each subject.
2. The overall percentage of students at standard not met decreased.
3. The overall percentage of students who exceeded standard decreased.



# 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			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											4	8	4

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- \* English learner population too small to report test data.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>321</b>	<b>41.4</b>	<b>1.2</b>	<b>0.6</b>
Total Number of Students enrolled in Cutten Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	1.2
Foster Youth	2	0.6
Homeless	8	2.5
Socioeconomically Disadvantaged	133	41.4
Students with Disabilities	43	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	14	4.4
Asian	10	3.1
Filipino		
Hispanic	37	11.5
Two or More Races	56	17.4
Pacific Islander	1	0.3
White	202	62.9

**Conclusions based on this data:**

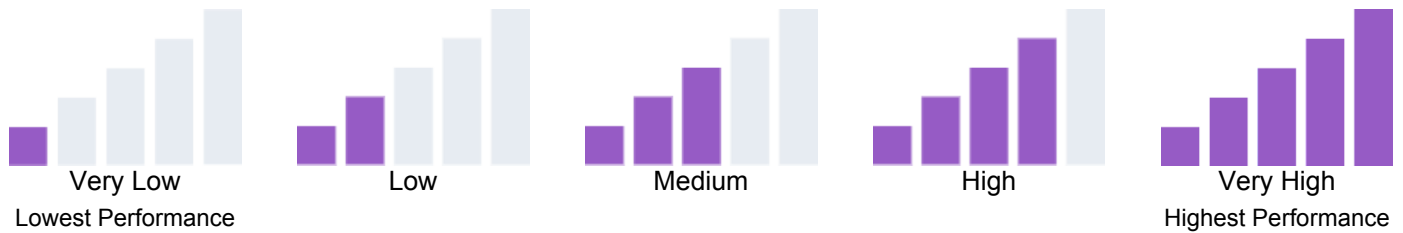
1. Our largest student group is White.
2. Our next largest student groups are Hispanic and Two or More Races.

# School and Student Performance Data

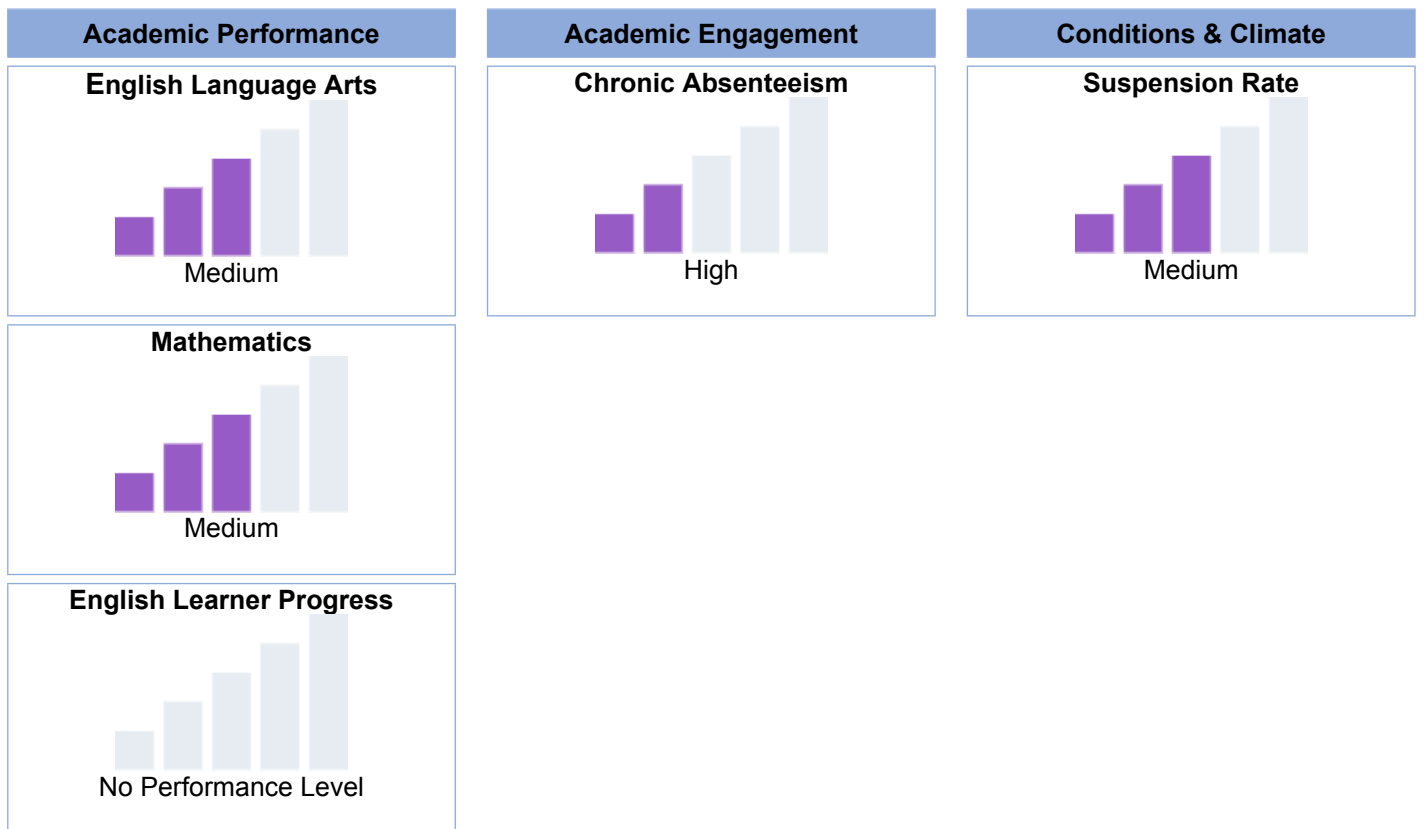
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

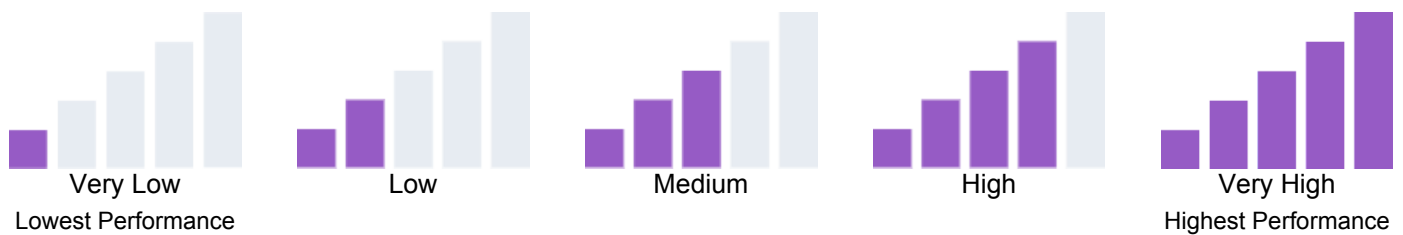
1. Our Chronic Absenteeism is high - Due to the Covid Pandemic students stayed home more frequently when sick and didn't consistently complete Independent Study Contracts.

# School and Student Performance Data

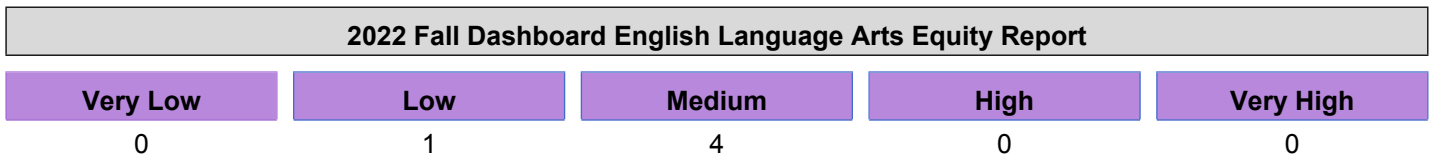
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

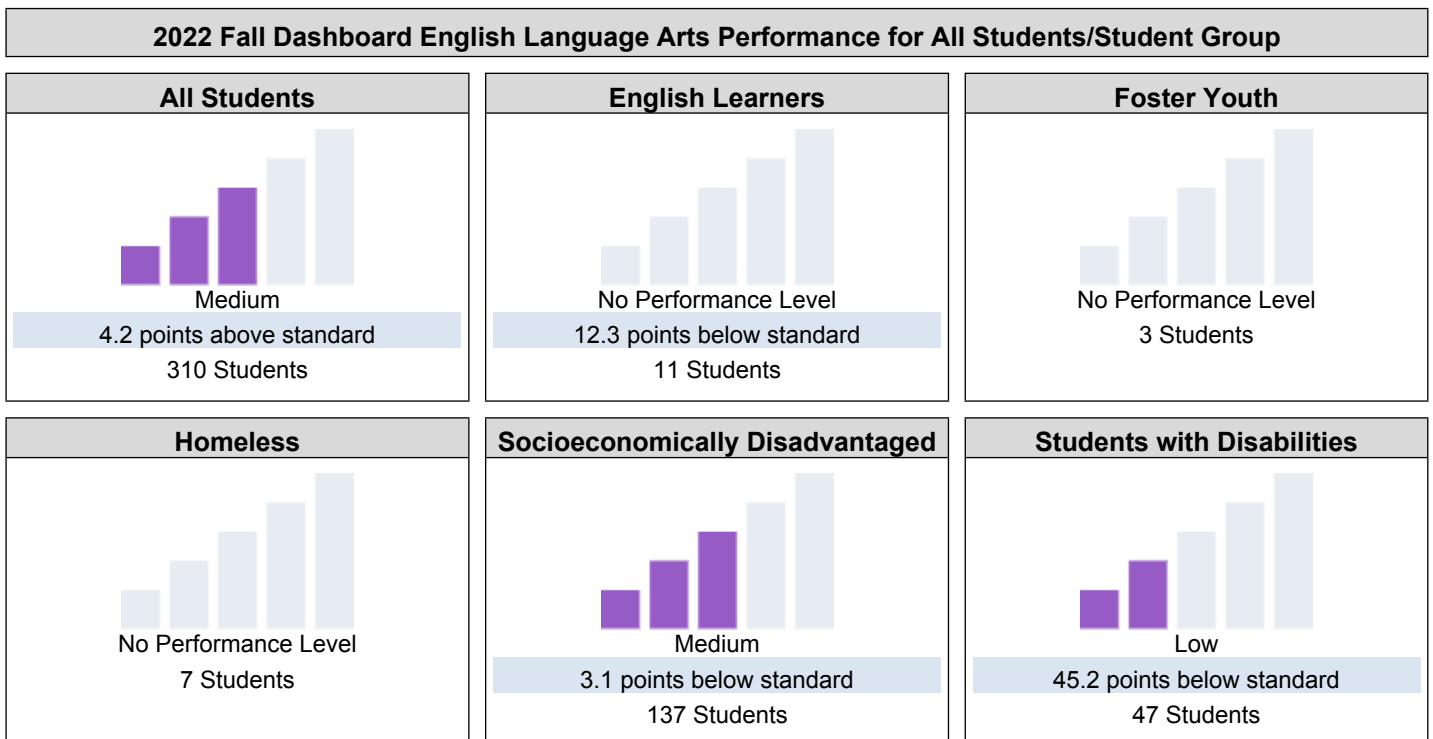
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



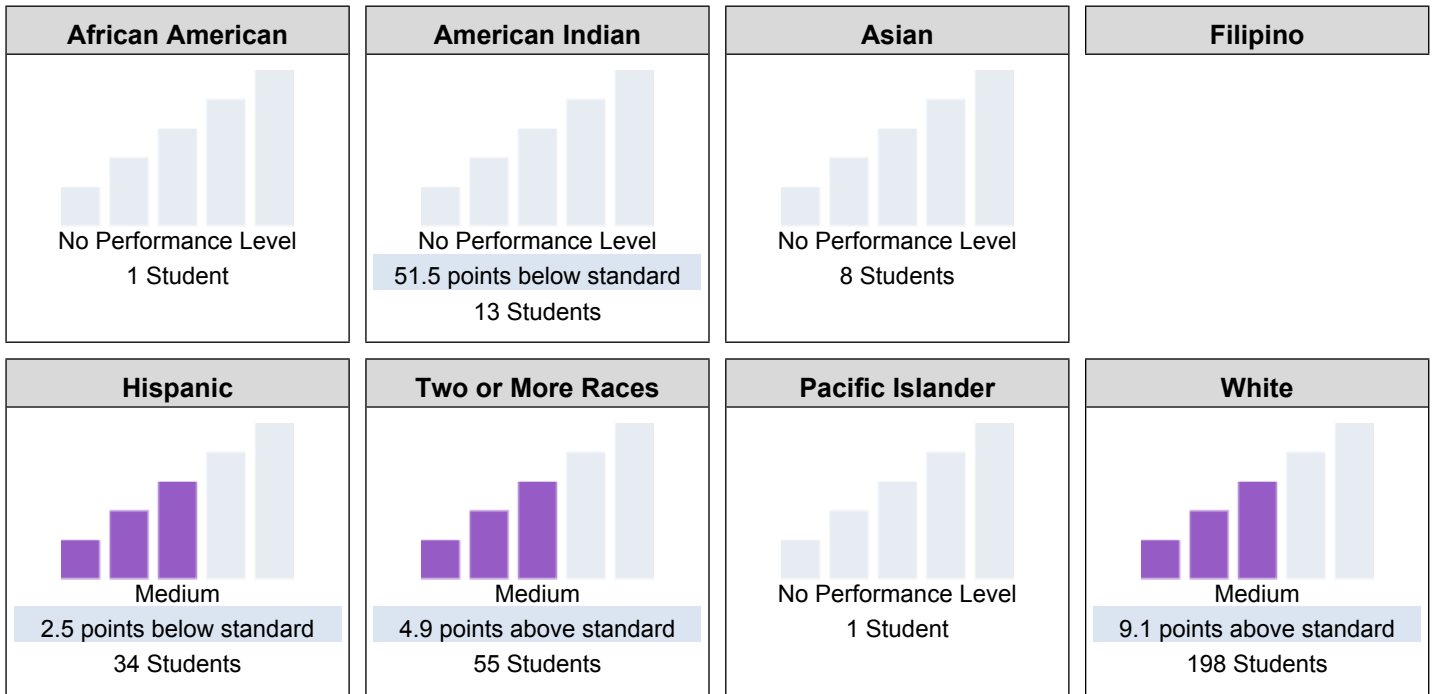
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
4 Students	7 Students	4.9 points above standard 299 Students

**Conclusions based on this data:**

1. While all students scored in the medium range, students with disabilities scored below standard. Those students would benefit from more support in ELA.
2. All three Race/Ethnicity groups scored in the medium range.

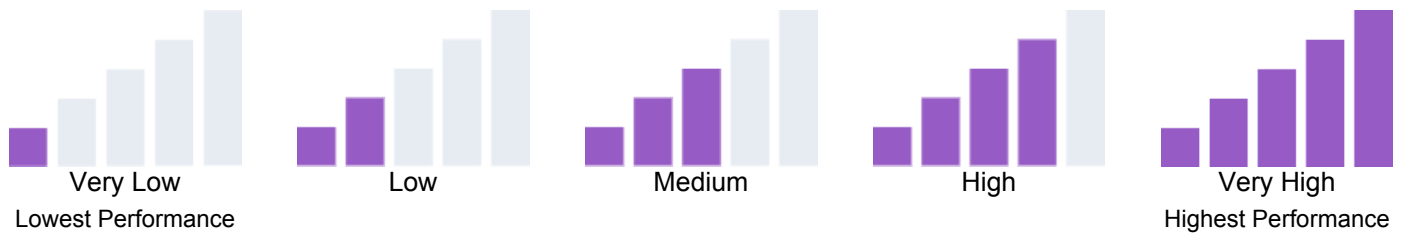


# School and Student Performance Data

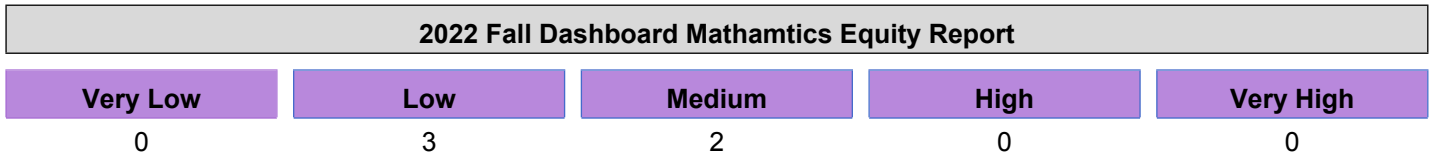
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

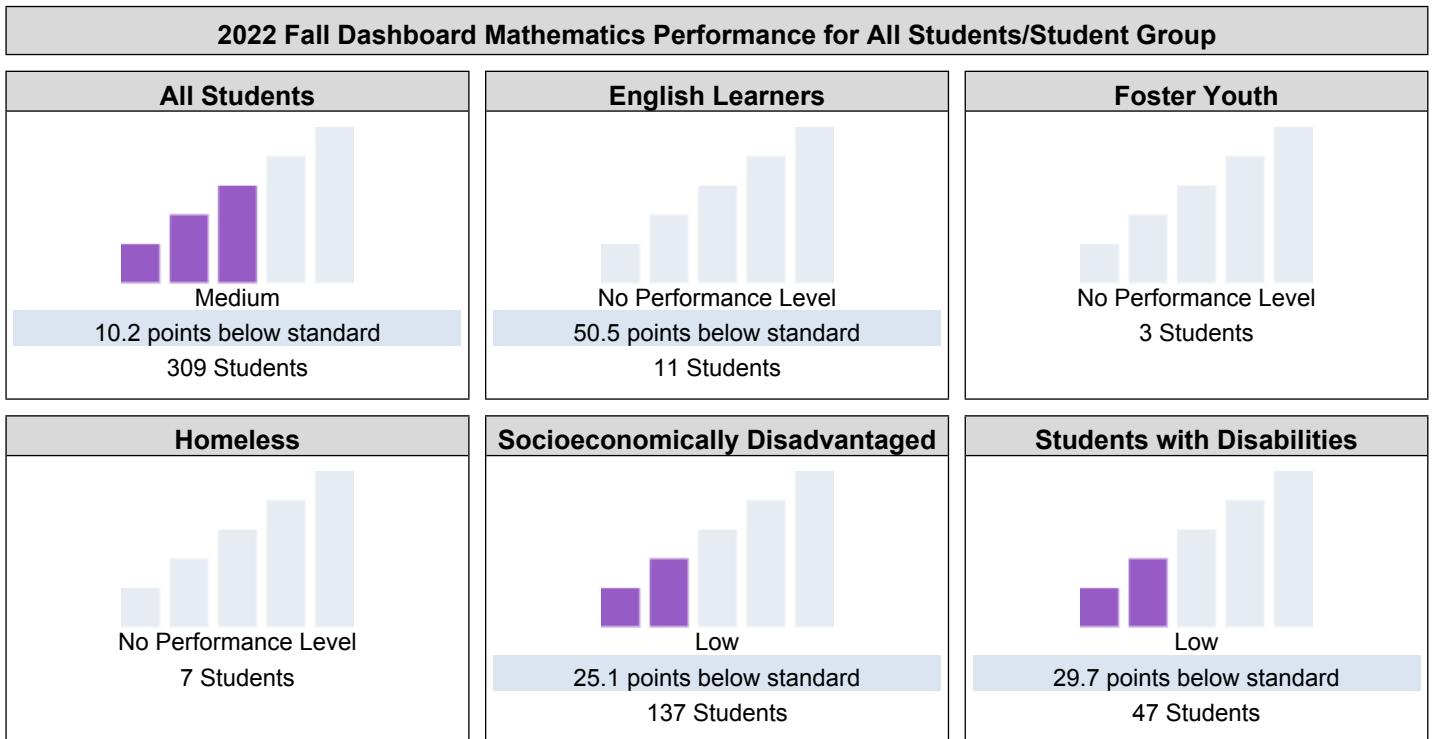
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



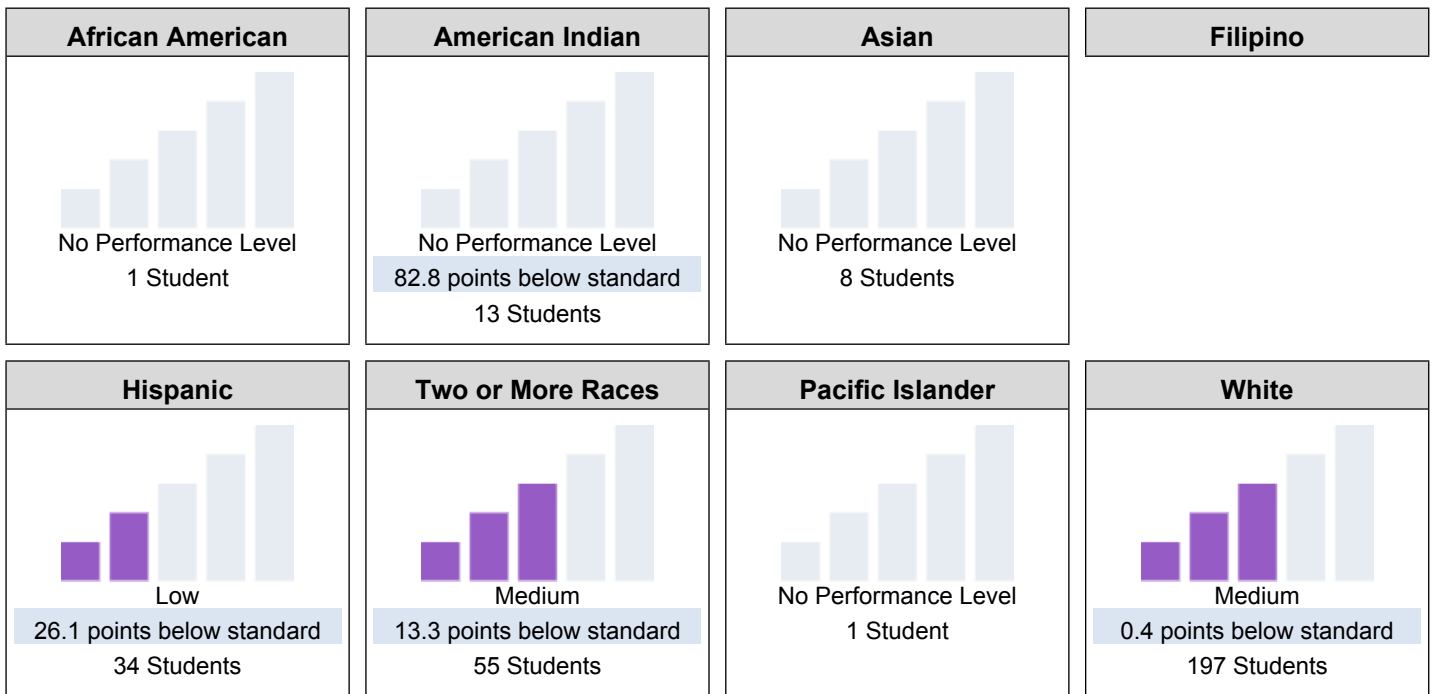
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	7 Students	8.7 points below standard 298 Students

### Conclusions based on this data:

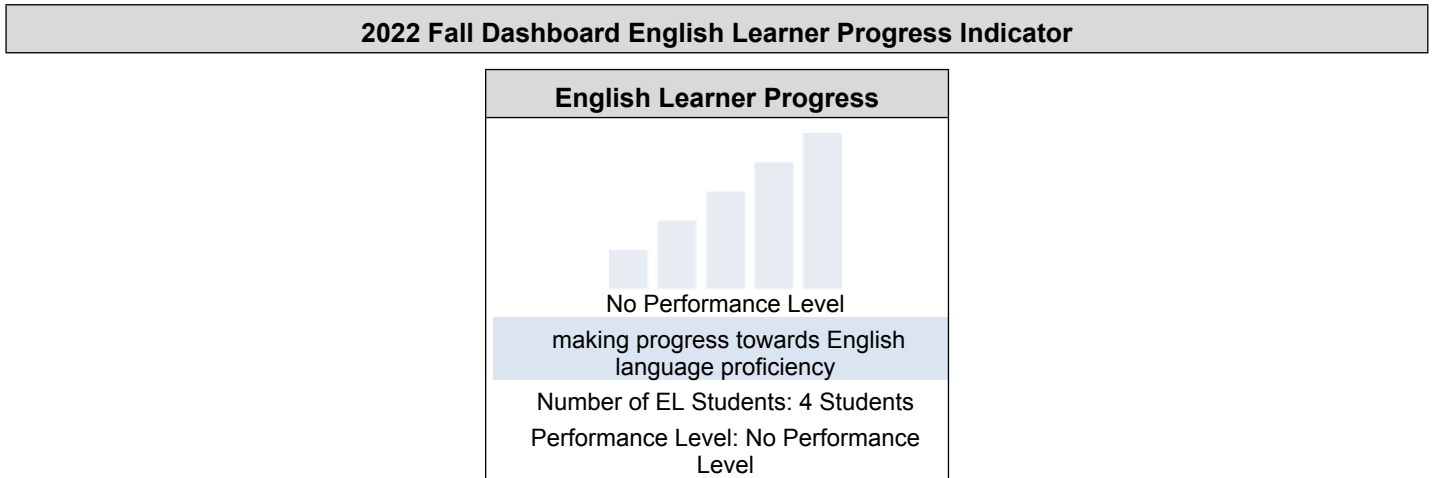
1. While all students scored in the medium range, students with disabilities and students who are socioeconomically disadvantaged, scored below standard. These students will benefit from extra support in math.
2. Teachers will benefit from additional professional development in mathematics.
3. Our Hispanic students will benefit from extra support in math.

# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
0.0%	0.0%	0.0%	0.0%

**Conclusions based on this data:**

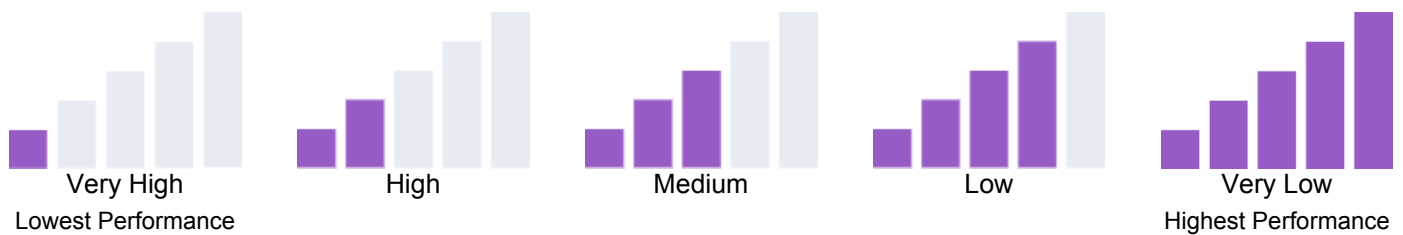
1. N/A
2. N/A
3. N/A

# School and Student Performance Data

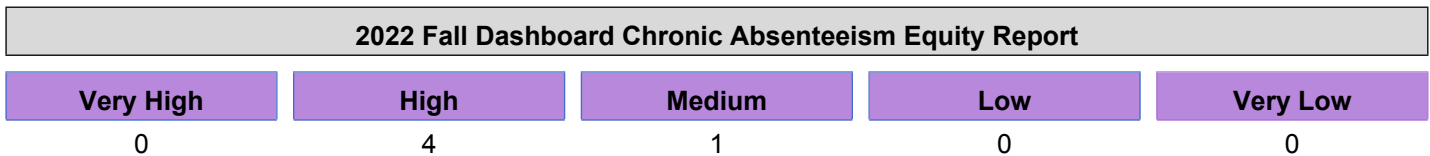
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

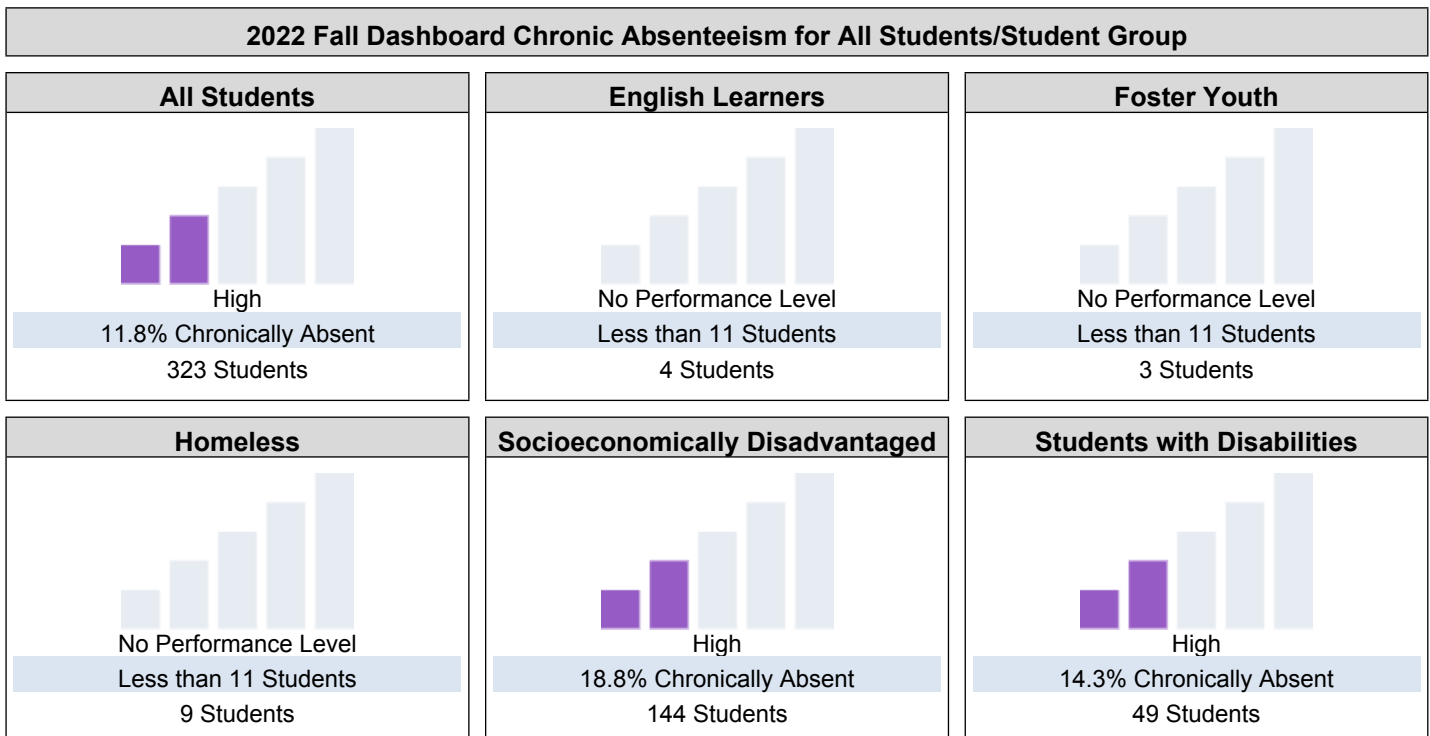
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



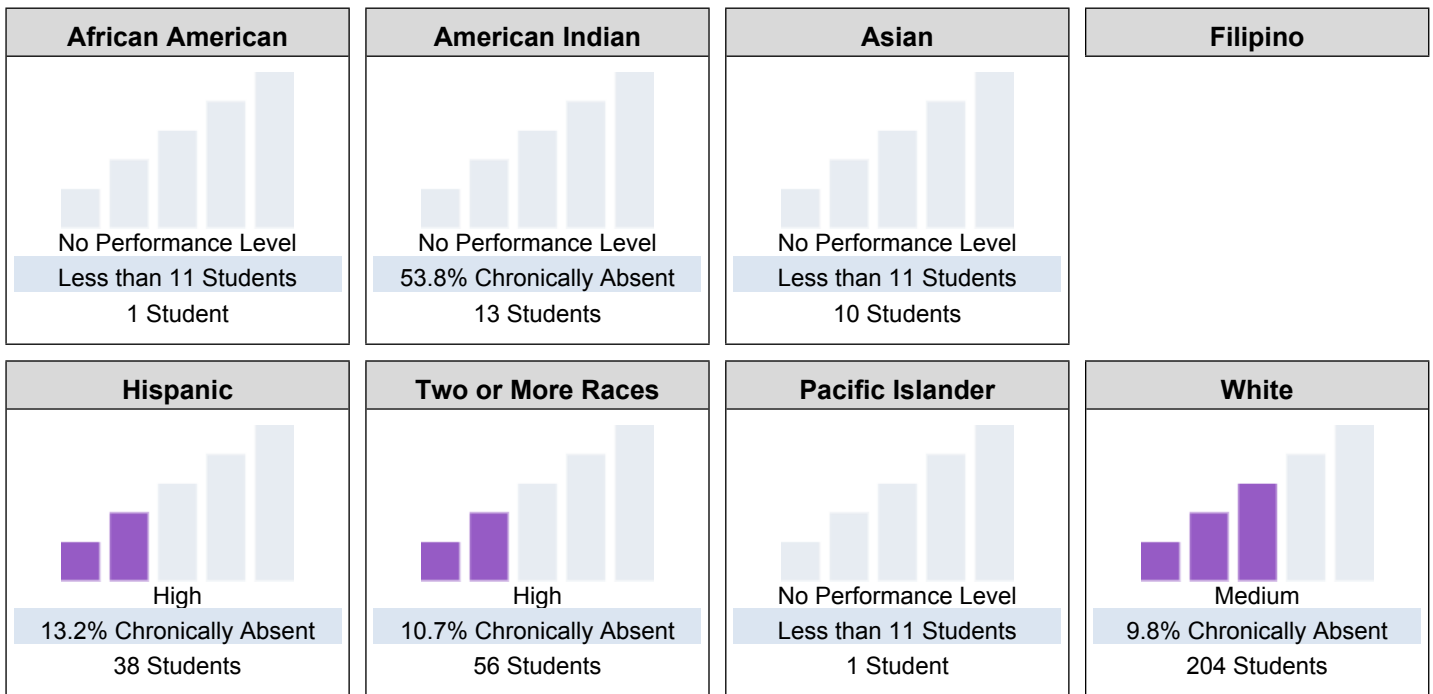
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Covid has impacted attendance.
2. Overall, we had high absenteeism in almost all areas.

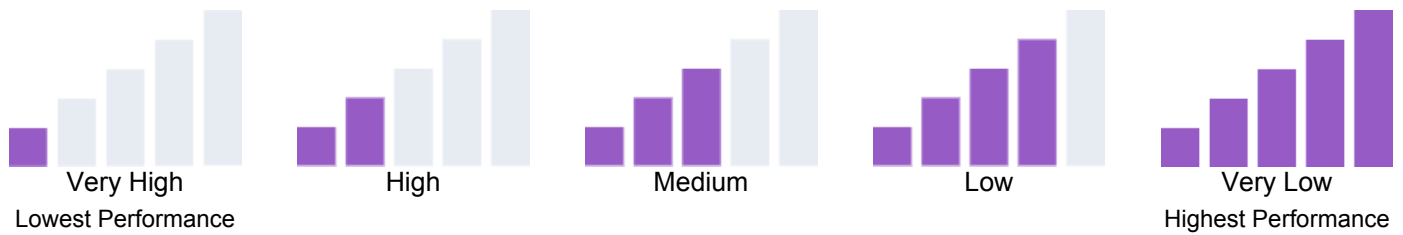


# School and Student Performance Data

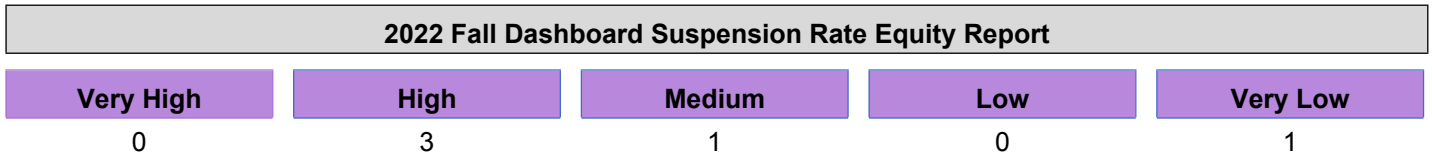
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

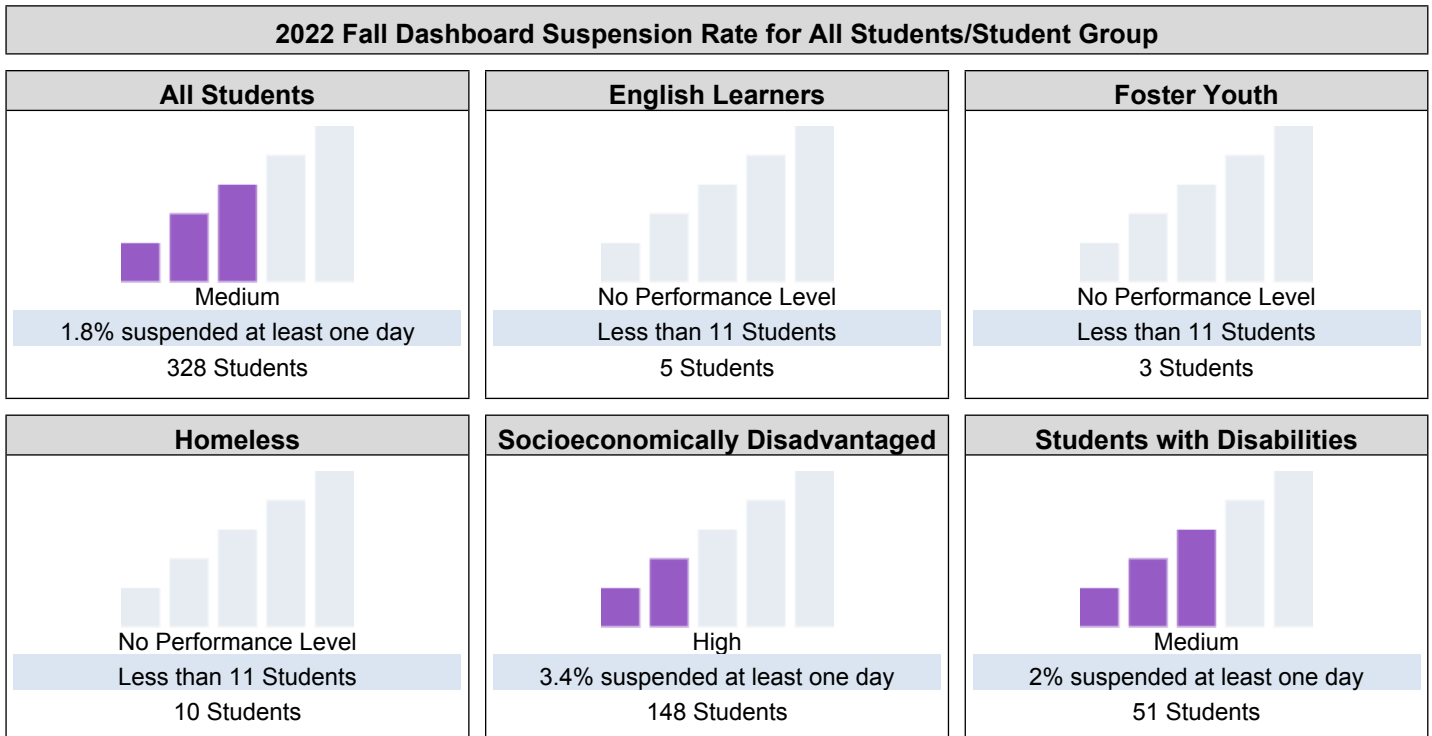
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



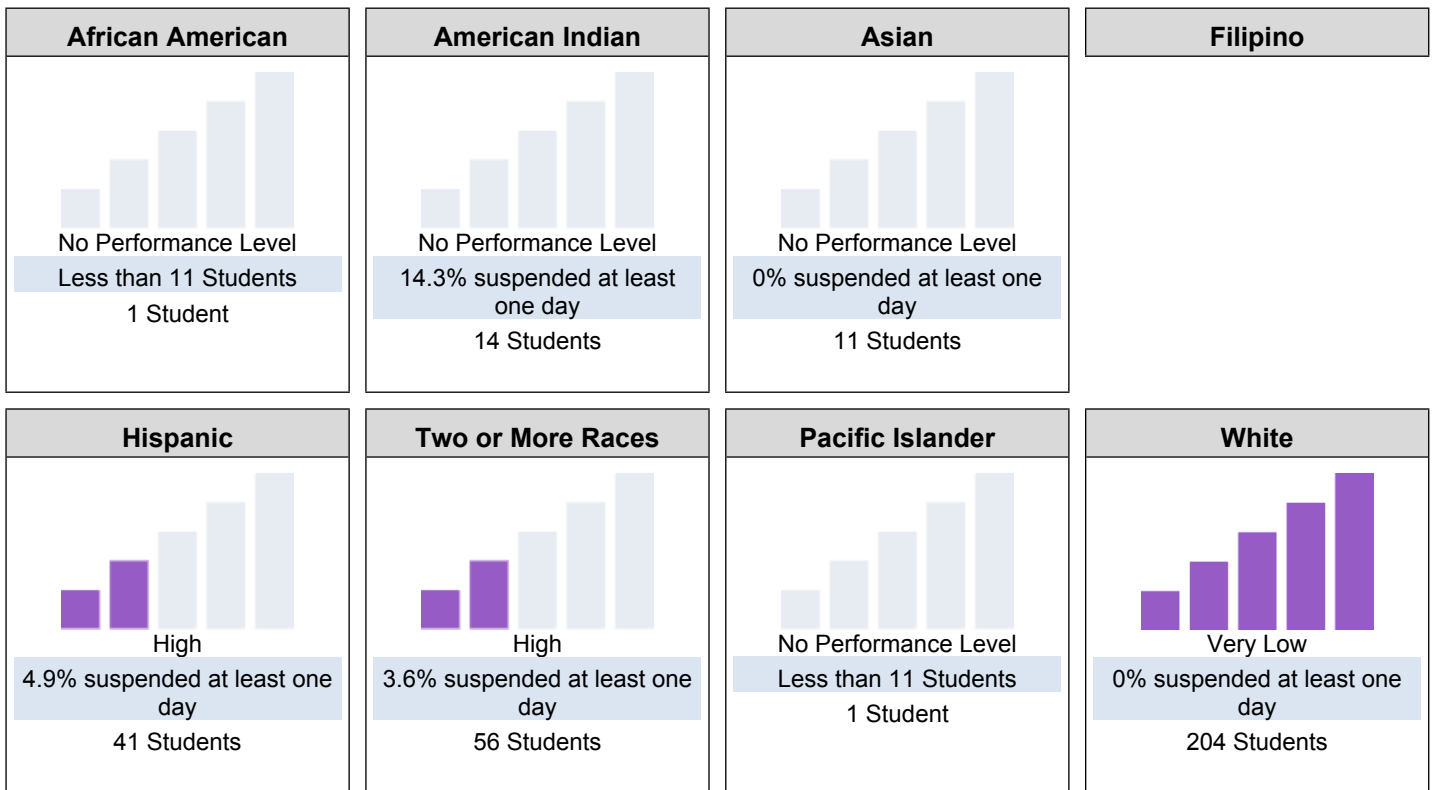
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. While our overall suspension rate is medium, socioeconomically disadvantaged students were suspended at a higher rate. Those students will benefit from Restorative Practices.
2. Our students who are Hispanic and Two or More Races need more behavioral support. They will benefit from Restorative Practices.
3. Teachers will benefit from Restorative Practices and PBIS training.



# 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

Student Achievement

## LEA/LCAP Goal

LCAP Goal #1

## Goal 1

Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

## Identified Need

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 2, 4, 7, 8

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.1 Number of highly qualified teachers and appropriate teacher assignments. Priority 1, 2	100% highly qualified, appropriate teacher assignments	Maintain 100% highly qualified, appropriate teacher assignments
M1.2 Local multiple measures of student achievement. Priority 8	<p>2020 Second trimester results - "progressing" or "met"</p> <p>Reading, 73%</p> <p>Writing, 67%</p> <p>Mathematics, 79%</p> <p>2021 Second Trimester results-"progressing" or 'met'</p> <p>Reading, 71%</p> <p>Writing, 71%</p> <p>Math, 83%</p>	<p>Second trimester results - "progressing" or "met"</p> <p>Maintain Reading, 73%</p> <p>Increase Writing, 70%</p> <p>Maintain Mathematics, 79%</p>
M1.3 A broad course of study provided to all students. Priority 7	100% student access and participation, including unduplicated students and	Maintain 100% student access and participation, including unduplicated students and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students with disabilities, in all areas of study: ELA, math, history/ social science, science, the arts, health, and physical education.	students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education.
M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	<p>Met/Exceeded in 2019/20:            ELA            All students: 52%            SED: 43%            SWD: 24%            Hispanic: 38%            White: 56%</p> <p>MATHEMATICS            All students: 43%            SED: 33%            SWD: 26%            Hispanic: 34%            White: 50%</p> <p>Data not available. No testing in the Spring of 2020/21. See local data in M1.2.</p>	<p>Meet/Exceed in 2024:            ELA            All students: 55%            SED: 46%            SWD: 27%            Hispanic: 41%            White: 53%</p> <p>MATHEMATICS            All students: 46%            SED: 36%            SWD: 29%            Hispanic: 37%            White: 53%</p>
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4	<p>2019/20 achievement ratings:            22            All students: 4.8            SED: -10.4            SWD: -56.7            Hispanic: -15.2            White: 14.1</p> <p>Data not available. No testing in the Spring of 2021. See local data in M1.2.</p>	<p>All students: 10.8            SED: -4.4            SWD: -44.7            Hispanic: -3.2            White: 20.1</p>
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4	<p>2019/20 achievement ratings:            All students: -11.3            SED: -29.1            SWD: -68.1            Hispanic: -34.6            White: -1.7</p> <p>Data not available. No</p>	<p>All students: -5.3            SED: -23.1            SWD: -62.1            Hispanic: -28.6            White: 4.3</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	testing in the Spring of 2021/22. See local data in M1.2.	
M1.7 5th grade Science California Science Test scores. Priority 4	<p>Met/Exceeded in 2019/20:  All students 36.14%  SED: 27.03%  SWD: 13.34%  Hispanic: 28.57%  White: 44.23%</p> <p>Data not available. No testing in the Spring of 2020/21.</p>	<p>Meet/Exceed in 2024:  All students 42%  SED: 33%  SWD: 19%  Hispanic: 35%  White: 50%</p>
M1.8 Class size. Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6
M1.9 Percentage of English learner pupils making progress toward English proficiency. Priority 4	<p>ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students.</p> <p>ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.</p>	If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores. Priority 8	<p>Students' HFZ (2018 -19):  Aerobic Capacity: 66.3%  Body Composition: 61.6%  Abdominal Strength: 89.5%  Trunk Extension Strength: 96.5%  Upper Body Strength: 47.7%  Flexibility: 86.0%</p> <p>Students' HFZ (2021-2022):  Aerobic Capacity: 81.7%  Body Composition:</p>	<p>Students' HFZ:  Aerobic Capacity: 68.3%  Body Composition: 63.6%  Abdominal Strength: 91.5%  Trunk Extension Strength: 96.5%(maintain)  Upper Body Strength:49.7%  Flexibility: 88.0%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Not taken this year</p> <p>Abdominal Strength: 90.3%</p> <p>Trunk Extension Strength: 100%</p> <p>Upper Body Strength: 66.7%</p> <p>Flexibility: 91.4%</p>	
<p>M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2.</p>	<p>2019-2020</p> <p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38</p> <p>b) Two full days of professional development by each teacher.</p> <p>2021-2022</p> <p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.32, EngLangDev 3.18, Math 4.86, NGSScience 4.36, Hist/Soc Science 3.23</p> <p>b). 5 full days of professional development by each teacher.</p>	<p>a) Increase implementation by .10 each year in each content area.</p> <p>b) Maintain two full days of professional development for each teacher.</p>
<p>M1.12 Arts integration self reported staff survey. Priority 2, 7</p>	<p>Baseline scores to be determined</p> <p>2021-2022</p> <p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68</p>	<p>Desired outcome for 2023-24 will be identified when baseline is determined.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.13 Participation rates in music opportunities. Priority 2, 7	100% students receiving music instruction.	Maintain 100% of students receiving music instruction.
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	Maintain full access to the CCSS and ELD standards for English learner pupils.

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

##### 1.1 Teacher Assignment

- a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program
- b. Provide induction support as needed through NCTIP
- c. Classroom supplies; \$500 per classroom

#### 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)

3,354,779.00

#### Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries

### 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

1.2 ELA and Math Intervention

Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment.

- a. 0.50 FTE Classified Coordinator - Cutten School
- b. 0.60 FTE Classified Coordinator - Ridgewood School
- c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction
- d. Assessment/instructional materials

**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)

92,392.00

LCFF

**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

1.3 Special Education Resource Program and Speech & Language Services

Provide special education and speech and language services.

- a. 2.0 FTE resource teacher salary
- b. 1.0 FTE speech and language pathologist
- c. 1.0 FTE speech and language pathologist assistant
- d. 3.56 FTE Special Education Assistants
- e. Assessment and curriculum materials

**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)

522,421.00

Special Education

**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

1.4 Special Day Class  
Maintain TK - 2 Special Day Class at Ridgewood School.  
a. Special Day Class teacher  
b. 1.025 FTE Special Day Class aides

**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)

130,790.00

Source(s)

Special Education

**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

1.5 Instructional Aides  
Maintain instructional aides in every classroom to support all students 2.5 hours daily.  
a. 9.375 FTE instructional aides

**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)

263,389.00

Source(s)

Title I

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.6 Instructional Aide Support

Instructional aides to provide support specifically for unduplicated student groups

- a. .75 FTE Instructional aides

**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)

6,345.00

Source(s)

LCFF

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.7 GATE Services

Provide GATE services, grades 4 through -6

- a. 0.30 FTE Teacher
- b. Materials

**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)

20,204.00

Source(s)

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.8 Student to Teacher/Instructional Aide Ratio



Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is underperforming by decreasing student to teacher and instructional aide ratio.

- a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6
- b. 0.375 FTE instructional aide

**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)

134,765.00

Source(s)

LCFF

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.9 Music Education

Provide music instruction to all students.

- a. .75 FTE certificated music teacher
- b. Materials and supplies

**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)

72,763.00

Source(s)

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.10 Music Education

Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available.

- a. .25 FTE certificated music teacher

### **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)

23,088.00

Source(s)

LCFF

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

- 1.11 Next Generation Science Standards  
Implement Next Generation Science Standards.
- a. Purchase NGSS curriculum materials
  - b. Provide training to implement new curriculum
  - c. Provide substitutes for teacher team collaboration

### **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)

00.00

Source(s)

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

- 1.12 Arts Education  
Integrate and strengthen arts instruction across the curriculum.
- a. Hire a part time 0.5 FTE arts instructor
  - b. Provide professional development

c. Participate in arts collaborative with the COE

**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)

43,440.00

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.13 Technology and Infrastructure

Ensure that the District's technology and infrastructure are maintained and up to date.

- a. Maintain 0.80 FTE District Technology Coordinator
- b. Replace obsolete and aging devices
- c. Provide IT support for infrastructure (consultant)

**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)

55,472.00

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.14 Summer School

Provide summer school to under-performing students to mitigate learning loss.

- a. certificated staff
- b. classified staff
- c. administrator
- d. curriculum and materials

**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)

183,202.00

Source(s)

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.15 Devices for Student Groups  
Provide devices / apps for unduplicated count students to support classroom learning and TIP.  
a. Purchase 50 Chromebooks for loan to unduplicated students  
b. Hotspot subscriptions to provide Internet connectivity for unduplicated students.

**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)

5,950.00

Source(s)

LCFF

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.16 Outdoor Learning Space  
Install shade structures at each school site.  
a. Preparation of structure site  
b. Shade structure purchase and installation

**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)

00.00

### Strategy/Activity 17

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

##### 1.17 Leadership Team

Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement.

a. Leadership Team Stipend

b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.)

c. Professional development presenter fees, materials, subscriptions, and registration fees

### 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)

25,000.00

### Strategy/Activity 18

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

##### 1.18 Library Staffing

Staff libraries for increased access for students, staff, and families.

a. 1.50 FTE Library tech / aide

b. Supplies

c. Professional Development

d. Certificated Librarian services through contract with HERC

**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)

98,556.00

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.19 Language Development Support

Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need.

- a. ELPAC coordinator
- b. Instructional materials

**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)

11,000.00

LCFF

**Strategy/Activity 20**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

1.20 Classroom Funds

Support student learning with classroom funds.

- a. Provide teachers with a yearly allowance.

**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)
15,000.00	

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

During a time of teacher shortages, we maintained the necessary level of staffing in classrooms, reading and mathematics intervention, special education, music, GATE, social work, and library to fully implement the core curriculum and to provide access to ELA, mathematics, history--social science, science, the arts, health, and physical education for all. Every student has access to all adopted curriculum and a device to access resources. Classroom aides were present in every classroom, the Tier II Targeted Intervention Program (TIP) was fully--implemented, class sizes were kept to below Ed Code standards, the few EL students were supported as required, music and art instruction was provided for every student.

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

Strategy/Activity 1.16 The outdoor learning space was not completed as price was estimated far below the actual installation cost needed to comply with DSA requirements.

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.

Strategy/Activity 1.16 Outdoor learning space will not be installed.

# 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

Safe and Welcoming Environment

## LEA/LCAP Goal

LCAP Goal #2

## Goal 2

Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.

## Identified Need

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 3, 5, 6

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.1 Suspension / expulsion rates Priority 6	<p>2019/20 suspension data:                      Five students suspended, of an enrollment of 626.                      All students: .8%                      SED: 1.0%                      SWD: 2.9%                      Hispanic: 2.2%                      American Indian: 0.0%                      White: 0.3%                      Two or more races: 1.2%                      Expulsion rate = 0%</p> <p>2021/2022 suspension data:                      7 students suspended, of an enrollment of 551.                      All students: 1.3%                      SED: 2.3%                      SWD: 1.4%                      Hispanic: 2.9%                      American Indian: 1.4%                      White: 5.7%                      Two or more races: 0.0%                      Expulsion rate = 0%</p>	<p>Maintain or decrease all student suspension rate from .8%.</p> <p>All student groups suspension rate maintained or declined from baseline</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>M2.2 School Safety and Connectedness of students, staff, and parents. Priority 6</p>	<p>2019/20 42% response rate (32 of 77 fifth grade students) School connectedness 81%; Academic motivation 75%; Caring adult relationships 74%; High expectations 90%; Meaningful participation 39%; Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96%</p> <p>Reference survey data@wested.org</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p> <p>2021/2022 Reference survey data@wested.org Data collected every other year.</p>	<p>Increase response rate to 70% School connectedness 85%; Academic motivation 80%; Caring adult relationships 80%; High expectations 90%; Meaningful participation 75%; Feel safe at school 92%; Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96%</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p>
<p>M2.3 Facility Inspection Tool. Priority 1</p>	<p>"good" or "excellent" standards per FIT reports</p>	<p>Maintain "good" or "excellent" standards per FIT reports</p>
<p>M2.4 Williams Report: Every pupil has sufficient access to standards-aligned instructional materials. Priority 1</p>	<p>Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.</p>	<p>Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.</p>
<p>M 2.5 Custodian staffing levels. Priority 6</p>	<p>Custodial and maintenance staffing levels at 3.92 FTE.</p>	<p>Maintain 2021-22 staffing levels.</p>
<p>M2.6 Attendance rates. Priority 3, 5</p>	<p>Attendance rate at 2020 P2: 96.37%.</p>	<p>Maintain or increase attendance rate at P2 96%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Attendance rate at 2021 P2: 95.54%.	
M2.7 Chronic absenteeism rate. Priority 5	Chronic absence rate at 2020 P2: 7.33%. Chronic absence rate at 2021 P2: 7.87%.	Chronic absence rate at 2020 P2: 7%.
M2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site. Priority 3	<p>2019/20: Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151 Student survey responses (3rd-6th): 228 (71%) Participation in IEPs: 100% LCAP community meeting: 20 participants School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.</p> <p>2021/22 Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 42 on ESSER III Input survey Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100% LCAP community meeting: used school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with</p>	<p>Maintain Parent /Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 175 Student survey responses (3rd-6th): 75% Participation in IEPs: 100% LCAP community meeting attendance: 50 participants School Site Council membership: 5 parents (full representation) with at least one parent of unduplicated pupil.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	one parent of unduplicated pupil.	
M2.9 School meals served. Priority 5	<p>School meals served at 2020 P2: Total lunches.....26,283 Total breakfasts....6,028</p> <p>School meals served at 2021 P2: Total lunches.....52,414 Total breakfasts.....8,691</p>	Maintain or increase school meals served at 2020 P2: Total lunches.....26,283 Total breakfasts.....6,028
M2.10 Ventilation and heating in classrooms. Priority 1	<p>Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats.</p> <p>2021 Replaced 9 unit heaters at Ridgewood School and in the process of installing 13 at Cutten School. 9 ventilation systems and thermostats fully installed at Ridgewood and 13 at Cutten.</p>	All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

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

2.1 Social Work and/or Behavioral Services  
Provide school social work and/or behavioral services.  
a. .80 FTE School Social Worker

#### 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)

87,793.00

### 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

2.2 Social Work Services to Unduplicated Count Students  
Focus school social work services on unduplicated count students.  
a. 1.0 FTE Certificated School Social Worker

#### 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)

85,964.00

LCFF

### 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

2.3 School Climate Team and PBIS  
Maintain district-wide Positive Behavior Support System - PBIS.  
a. Facilitator stipend  
b. Team stipends  
c. Professional development  
d. Classroom aide training

#### 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)

12,000.00

#### **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

##### **2.4 Heating and Ventilation Upgrade**

Replace unit heaters with mini-split electrical and ventiation units.

Install bi-polar ionization devices.

- a. Phase 1 Ridgewood School
- b. Phase 2 Cutten School, part 1
- c. Phase 3 Cutten School, part 2
- d. Electrical upgrade at Cutten School

##### **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)

297,958.00

#### **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

##### **2.5 Maintenance/Custodial Staff and Resources**

Provide adequate maintenance/custodial staff and resources.

- a. 3.92 FTE Maintenance/custodial staff
- b. Supplies
- c. Repairs

##### **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)

397,451.00

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.6 Equipment and Supplies Other Than Curriculum

Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials).

- a. Classroom supplies
- b. Classroom desks

#### 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)

30,000

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Facility Deferred Maintenance

Plan for deferred maintenance projects.

- a. Cutten School Fencing
- b. Cutten kitchen improvements
- c. Cutten Community building remodel

#### 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)

00.00

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.8 Support Services to Parents

Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school.

- a. Child care
- b. Trainer / Interpreter fees
- c. Meeting supplies

**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)

2,000.00

LCFF

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.9 Communication with Parents

Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings.

- a. 1.29 FTE school secretaries -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria).
- b. SchoolWise student information system
- c. SchoolWise mass notification system
- d. Remind App communication subscription

**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)

124,181.00

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance School Meal Program  
a. District contribution

#### 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)

00.00

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11 Bus Transportation  
Provide bus transportation within the district, and field trip transportation.  
a. 0.75 FTE bus drivers  
b. 0.10 FTE business manager  
c. Fuel, parts for repair  
d. Vehicle maintenance

#### 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)



53,769.00

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

2-.12 Decrease Suspension Rate  
a. .10 FTE Social Worker  
b. Incentives

#### 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)

11,975.00

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

2.13 Decrease Chronic Absenteeism  
a. .10 FTE School Social Worker  
b. Parent education  
c. Materials  
d. Incentives

#### 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)

13,025.00

LCFF

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

2.14 Bus transportation service for Low -Income Students.

Provide a safe and reliable means of transportation to and from school for low-income students.

a. .75 FTE Bus driver

### 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)

188,106.00

Source(s)

LCFF

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

2.15 Student Council

Maintain fifth and sixth grade Student Council at Cutten.

a. Advisor stipend

b. Materials & supplies

c. Field trips

### 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)

1,705.00

Source(s)

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16 Career Exploration and Cultural Events to Build School Connections.

Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.

- a. Event fees
- b. Supplies

**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)

2,500.00

Source(s)

LCFF

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.17 Attendance and Parent Education Support

Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach.

- a. .20 FTE Administrator

**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)

21,228.00

Source(s)

LCFF

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

2.18 Counseling Services

1:1 counseling services for identified students

a. 0.65 FTE classified counselor

### 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)

6,200.00

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

A concerted effort has been made to decrease chronic absenteeism through a combination of parent/guardian outreach and student incentives/education. Continued utilization of Positive Behavior Interventions and Supports, Multi-tiered Systems of Support, and school social workers have improved school climate and decreased suspension rates. Numerous facilities repairs, upgrades, and ongoing maintenance are performed by our maintenance and custodial staff to keep the school in good condition.

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

N/A

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.

No changes are expected for this goal.

# 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	\$18,582.00
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	\$6,394,411.00

## 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 (\$)
Title I	\$263,389.00

Subtotal of additional federal funds included for this school: \$263,389.00

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 (\$)
	\$1,536,669.00
LCFF	\$3,941,142.00
Special Education	\$653,211.00

Subtotal of state or local funds included for this school: \$6,131,022.00

Total of federal, state, and/or local funds for this school: \$6,394,411.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
	1,536,669.00
LCFF	3,941,142.00
Special Education	653,211.00
Title I	263,389.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,335,855.00
1000-1999: Certificated Personnel Salaries	3,354,779.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		513,637.00
		1,023,032.00
	LCFF	273,540.00
	LCFF	312,823.00
1000-1999: Certificated Personnel Salaries	LCFF	3,354,779.00
	Special Education	653,211.00
	Title I	263,389.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,058,556.00
Goal 2	1,335,855.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Annette Sligh	Principal
Jen Code	Classroom Teacher
Katrin Lemmon	Classroom Teacher
Nadine Seghetti	Classroom Teacher
Kim Goodman	Other School Staff
Diana Baclagan	Parent or Community Member
Karen Bazzano	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Lauren Hansen	Parent or Community Member

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 .

Attested:

Principal, Darcie Rutter on

SSC Chairperson, Sean Galt on

# 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.**

[Educational Partner 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](mailto: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](mailto: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](mailto: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.

## **Educational Partner 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 Educational Partner 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](mailto: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 (Educational Partner 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 (Educational Partner 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/>

Developed by the California Department of Education, January 2019