School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
George L. Snowden Elementary School	54-75325-6054076	November 12, 2020	December 15, 2020

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
All schools within the Farmersville Unified School District are designated as a "Schoolwide Program."
The purpose of SWP is to improve academic achievement throughout the school for all students; particularly the lowest achieving students will demonstrate proficiency on the state academic standards. The improved achievement is to result from improving the entire educational program of the school.

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.

The School Plan for Student Achievement (SPSA) aligns with district Learning Continuity and Attendance Plan goals, actions, and services. Federal funds including Title I, II, III and IV supplement the SPSA goals, actions, and services to meet the needs of all students and are identified as district wide centralized services.

Table of Contents

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).

Each school reviews the following surveys to conduct a comprehensive needs assessment: Title Parent Surveys, Standards Implementation Teacher Surveys, and CA Healthy Kids Surveys. A summary of results from surveys revealed the following findings: 2018 Title 1 Parent Survey showed that 91 % of parents were satisfied with their child's education at Snowden. Due to school closure, the 2019 Title I survey was not administered in the spring.

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

Weekly classroom observations are conducted by school administration, Academic Coaches, and expert teacher consultants in ELA and Math. Findings indicate a need to increase literacy for English Learners and academic rigor for all students to attain mastery for achieving the Common Core State Standards.

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)

The school is meeting performance goals. The school analyzes yearly state CAASPP and local benchmark data (every six weeks) to modify and improve student academic performance. Academic performance data is used to align instruction to the standards.

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

The school is meeting performance goals. The school assessment cycle provides student academic performance data every six weeks to identify areas for improvement. Gaps in student performance are identified and used for re-teaching purposes and to modify classroom instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

District teachers meet the highly qualified staff requirements established by the California Commission on Teacher Credentialing.

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

The school meets sufficiency of credentialed teachers' requirement. Teachers have access to yearly professional development opportunities and training on state- adopted instructional materials.

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

The district contracts with TCOE consultants to provide professional development in the following core content areas ELA/ELD, Math, and Science. Yearly teacher professional development surveys and CAASP data provide feedback to schools on the professional development needs of teachers.

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

The school Academic Coach provides on going instructional strategy support for teachers and works directly with TCOE content experts for implementation of Common Core instructional strategies.

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

Late Start days are utilized for teacher collaboration in grade-level or department teams. Teacher collaboration time is used for curriculum alignment, developing assessments and instructional strategies.

Teaching and Learning

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

Yearly standards-based curriculum guides are developed that include instructional materials aligned to the Common Core State Standards. Teacher developed standards-based assessments are used to guide classroom instruction and student learning.

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

The school meets the state instructional minute requirements for reading/language arts and math. Identified students who perform poorly on interim assessments are provided with additional re-teaching time for reading /language arts and math.

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

Grade level curriculum guides are developed in the core areas and benchmark assessments are administered every six weeks. Standards-based data dives take place after each assessment and deficient students are provided with re-teaching opportunities and additional student interventions.

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

All district students have access to standards-based materials. Core instructional materials are aligned to the Common Core State Standards.

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 K-12 adopted instructional materials are approved by the California Department of Education. Supplemental intervention instructional materials meet grade-level state standards. Students have access to standards- aligned core courses.

Opportunity and Equal Educational Access

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

District / School goals provide actions, services, and resources to ensure that underperforming students meet the standards. There is a monitoring process to ensure schools are meeting the needs of underperforming and resources are targeted to address deficient areas

Evidence-based educational practices to raise student achievement

The school implements evidence based educational practices to address school wide academic improvement. These include targeted instructional strategies, standards-based assessments, and student academic interventions to close the achievement gap.

Parental Engagement

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

LCFF and Title I funds are utilized by the school to provide family resources and improve academic outcomes for under-achieving students.

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)

SPSA development includes participation of parents, community members, teachers, and other school staff. The School Site Council updates the SPSA annually. The SPSA planning team evaluates and monitors the SPSA plan. The Consolidated Application is updated and Board approved yearly.

<u>Funding</u>

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

Services provided by Title I,II,III,IV funds include: academic support in ELA and math for under-achieving students, supplemental instructional materials, professional development for teachers in ELA, math, and STEM, technology resources and programs for literacy and English acquisition, and social- emotional resources to reduce negative student behavior and improve learning.

Fiscal support (EPC)

Fiscal support to achieve SPSA actions, services, and academic outcomes include school funds, district LCFF funds, Title I-IV funds that are used to supplement the SPSA. SPSA resources are allocated based on review of academic and behavior data, Learning Continuity and Attendance Plan goals, and individual school needs. SPSA resources are approved by the district and adhere to state and federal requirements.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) and English Language Advisory Committee (ELAC) committees meet to advise, plan, implement and evaluate the School Plan for Student Achievement (SPSA) at each meeting and every school year. All stakeholders have an opportunity to have input/suggestions/recommendations regarding the School Plan for Student Achievement. School Site Council will review the SPSA and approve it before it is implemented. ELAC will also have an opportunity to make suggestions regarding the SPSA. Teachers are given the opportunity to be directly involved in the development of the SPSA through our SSC and ELAC meetings as well as staff meetings.   The president of the SSC/ELAC signs the final SPSA document.

Resource Inequities

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

There were no resource inequities identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

	Percent of Enrollment			Number of Students		
Student Group	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.27%	0.8%	0%	1	3	0
Asian	0.55%	0.53%	0.26%	2	2	1
Filipino	%	%	0%			0
Hispanic/Latino	94.51%	93.62%	97.63%	344	352	371
Pacific Islander	%	%	0%			0
White	4.67%	5.05%	2.11%	17	19	8
Multiple/No Response	%	%	0%			0
			Total Enrollment	364	376	380

Student Enrollment
Enrollment By Grade Level

	Number of Students		
Grade	17-18	18-19	19-20
Grade 2	182	199	187
Grade3	182	177	193
Total Enrollment	364	376	380

Conclusions based on this data:

1. Enrollment in second grade has decreased from the prior year

2. Enrollment in third grade has increased from the prior year

3. In 2017 - 18 second and third grade had the same amount of students

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	184	183	204	50.5%	48.7%	53.7%
Fluent English Proficient (FEP)	28	40	36	7.7%	10.6%	9.5%
Reclassified Fluent English Proficient (RFEP)	25	41	33	11.4%	22.3%	18.0%

Conclusions based on this data:

1. A greater number of students were Reclassified in the 2018 - 19 school year

2. There were more English Learners in 2018 - 19 than in 2017 - 18

3. More students were Reclassified in 2018 - 19 than in 2017 - 18

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	205	188	184	203	185	181	203	185	181	99	98.4	98.4
All	205	188	184	203	185	181	203	185	181	99	98.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2381.	2383.	2388.	12.32	9.19	13.26	16.75	17.84	14.92	24.63	29.73	31.49	46.31	43.24	40.33
All Grades	N/A	N/A	N/A	12.32	9.19	13.26	16.75	17.84	14.92	24.63	29.73	31.49	46.31	43.24	40.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.87	9.19	12.71	38.42	44.32	47.51	52.71	46.49	39.78
All Grades	8.87	9.19	12.71	38.42	44.32	47.51	52.71	46.49	39.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.84	8.65	11.60	41.87	36.76	41.99	47.29	54.59	46.41
All Grades	10.84	8.65	11.60	41.87	36.76	41.99	47.29	54.59	46.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.34	11.35	11.05	62.56	65.41	67.96	27.09	23.24	20.99
All Grades	10.34	11.35	11.05	62.56	65.41	67.96	27.09	23.24	20.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.78	16.76	14.92	50.25	48.65	45.30	34.98	34.59	39.78
All Grades	14.78	16.76	14.92	50.25	48.65	45.30	34.98	34.59	39.78

Conclusions based on this data:

1. A total percentage of 13.26% of students Exceeded Standard Overall

2. A total percentage of 14.92% of students Met Standard Overall

3. A total percentage of 31.49% of students Nearly Met Overall

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	205	188	184	204	186	181	204	186	181	99.5	98.9	98.4
All	205	188	184	204	186	181	204	186	181	99.5	98.9	98.4

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2396.	2403.	7.84	8.06	11.05	23.53	22.58	19.34	28.92	26.88	29.83	39.71	42.47	39.78
All Grades	N/A	N/A	N/A	7.84	8.06	11.05	23.53	22.58	19.34	28.92	26.88	29.83	39.71	42.47	39.78

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.16	19.35	20.44	38.24	30.65	36.46	44.61	50.00	43.09
All Grades	17.16	19.35	20.44	38.24	30.65	36.46	44.61	50.00	43.09

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.78	12.37	13.26	48.53	40.32	47.51	40.69	47.31	39.23
All Grades	10.78	12.37	13.26	48.53	40.32	47.51	40.69	47.31	39.23

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.25	13.98	13.26	52.45	48.92	55.25	35.29	37.10	31.49
All Grades	12.25	13.98	13.26	52.45	48.92	55.25	35.29	37.10	31.49

Conclusions based on this data:

1. A total percentage of 11.5% of students Exceeded Standard Overall

2. A total percentage of 19.34% of students Standard Met Overall

3. A total percentage of 29.83% of students Nearly Met Overall

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 2	1497.4	1480.5	1493.8	1493.2	1500.6	1467.3	95	98
Grade 3	1494.1	1481.6	1499.5	1477.3	1488.1	1485.4	92	55
All Grades							187	153

Overall Language Percentage of Students at Each Performance Level for All Students								
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	57.89	9.18	23.16	50.00	14.74	35.71	*	5.10	95	98
3	*	3.64	46.74	49.09	31.52	29.09	13.04	18.18	92	55
All Grades	33.69	7.19	34.76	49.67	22.99	33.33	8.56	9.80	187	153

Oral Language Percentage of Students at Each Performance Level for All Students								
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	69.47	35.71	20.00	44.90	*	16.33	*	3.06	95	98
3	32.61	21.82	55.43	40.00	*	21.82	*	16.36	92	55
All Grades	51.34	30.72	37.43	43.14	7.49	18.30	*	7.84	187	153

Written Language Percentage of Students at Each Performance Level for All Students								
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	41.05	6.12	27.37	24.49	16.84	46.94	14.74	22.45	95	98
3	*	3.64	21.74	27.27	40.22	36.36	36.96	32.73	92	55
All Grades	21.39	5.23	24.60	25.49	28.34	43.14	25.67	26.14	187	153

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	70.53	32.65	27.37	63.27	*	4.08	95	98
3	15.22	12.73	72.83	58.18	11.96	29.09	92	55
All Grades	43.32	25.49	49.73	61.44	6.95	13.07	187	153

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	71.58	29.59	24.21	67.35	*	3.06	95	98
3	75.00	47.27	21.74	32.73	*	20.00	92	55
All Grades	73.26	35.95	22.99	54.90	*	9.15	187	153

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	51.58	7.14	27.37	67.35	21.05	25.51	95	98
3	*	0.00	53.26	54.55	45.65	45.45	92	55
All Grades	26.74	4.58	40.11	62.75	33.16	32.68	187	153

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	32.63	7.14	57.89	68.37	*	24.49	95	98
3	*	12.73	64.13	67.27	27.17	20.00	92	55
All Grades	20.86	9.15	60.96	67.97	18.18	22.88	187	153

Conclusions based on this data:

1. In the Writing Domain second grade students scored higher in 2018 - 19 than in 2017 - 18

2. In the Writing Domain third grade students scored higher in 2018 - 19 than in 2017 - 18

3. In the Reading Domain all grades scored higher in 2018 - 19 than in 2017 - 18

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
376	**94.7**	**48.7**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	183	48.7
Foster Youth	2	0.5
Homeless	3	0.8
Socioeconomically Disadvantaged	356	94.7
Students with Disabilities	11	2.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.8
Asian	2	0.5
Hispanic	352	93.6
White	19	5.1

Conclusions based on this data:

1. 183 students are identified as English Learners

2. 94.7 % of students are identified as Socioeconomically Disadvantaged

3. 94.6 % of the student population is Hispanic

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. The suspension rate is in the Green

2. English Learners performed in the Yellow in English Language Arts

3. English Learners performed in the Yellow in mathematics

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
40 points below standard	37.1 points below standard	0 Students
Increased ++5.9 points	Increased ++7.9 points	
167	93	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	38.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3	Maintained ++2.6 points	9
	158	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
2			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
37.2 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.6 points			8
157			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.8 points below standard	18.7 points above standard	46.2 points below standard
Declined -10.9 points	Declined Significantly -17.8 points	Maintained ++0.9 points
47	46	71

Conclusions based on this data:

1. Student Performance increased for English Learners by 7.9 points

2. Student Performance increased for Hispanic students by 7.6 points

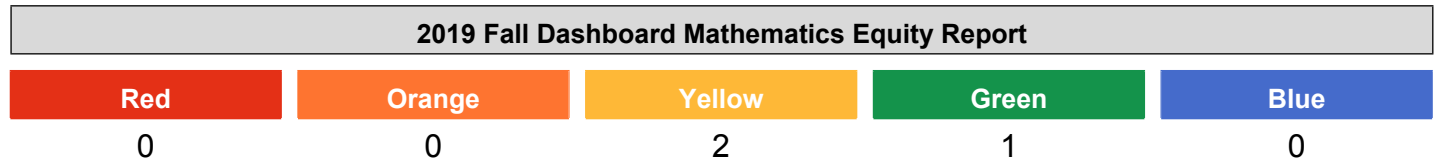**3.** Student Performance for English Only students increased by 0.9 %

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	
30.3 points below standard	23.6 points below standard	
Increased ++6.5 points	Increased ++14.8 points	
167	93	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3	Increased ++3.6 points	9
	158	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 29.2 points below standard Increased ++6.4 points 157			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
70.1 points below standard	23.8 points above standard	42.2 points below standard
Maintained -1.6 points	Declined -5.9 points	Declined -7.9 points
47	46	71

**Conclusions based on this data:**

1. All students increased performance by 6.5 % in mathematics

2. English Learners increased performance by 14.8 %

3. Socially Disadvantaged students increased performance by 3.6 %

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.3 making progress towards English language proficiency
Number of EL Students: 150
Performance Level: Medium
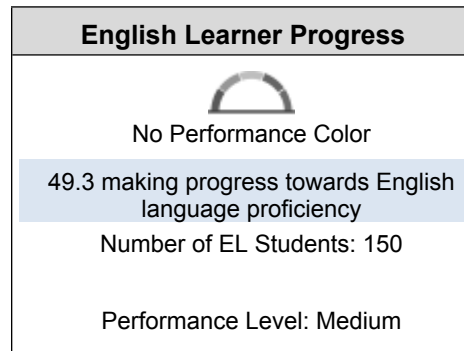
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.6		0.6	48.6

Conclusions based on this data:

1. In 2019 Student English Language Acquisition Results show a decrease in Level 1

2. In 2019 Student English Language Acquisition Results show 57 students Maintained

3. English Learner Progress is at Medium Performance Level

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:
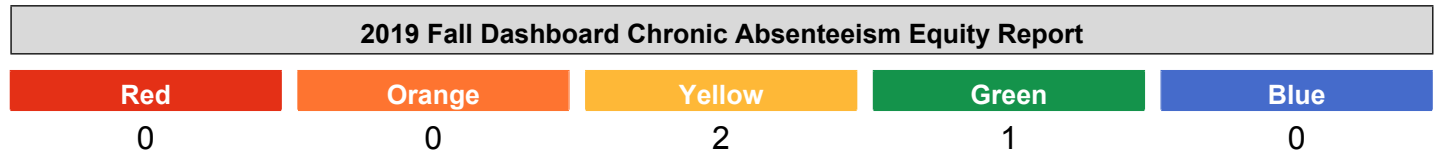
1. Does not apply to elementary

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
10.4	7.2	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.1	Maintained 0	5
405	194	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	10.7	8.3
9	Declined -1.2	Declined -2.8
	383	24

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	0	3	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
9.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.4
Declined -1.4			Increased +2.4
374	1	0	23

Conclusions based on this data:

1. Status of Change Report: Chronic Absenteeism shows Students with Disabilities decreased by 2.8 %

2. Status of Change Report by Race: Chronic Absenteeism shows Hispanic students decreased by 1.4 %

3. Status of Change Report by Race: Chronic Absenteeism shows White students increased by 2.4 %

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year |

| 2018 | 2019 |

Conclusions based on this data:

1. Does not apply to elementary

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	2
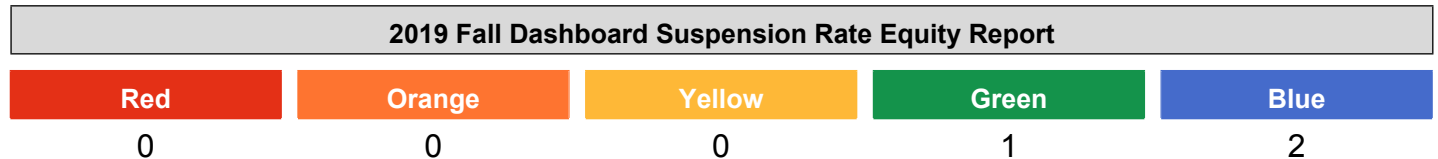
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Declined Significantly -1.5	5
408	194	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1	0
9	Declined -0.8	Declined -11.1
	385	24

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	
4		3	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		No Performance Color
0.8	Less than 11 Students - Data Not Displayed for Privacy		4.3
Declined Significantly -1.1	1		Increased +4.3
377			23

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	1.8	1

Conclusions based on this data:

1. Suspension Rate for Socially Disadvantaged Students declined by 0.8 %

2. Suspension Rate for All Students declined by 0.8 %

3. Suspension Rate for English Learners declined by1.5 %

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

Implementation of state standards

LEA/LCAP Goal

All students grades 3 - 11 will show annual achievement increases toward proficient level or above in English Language Arts on the local developed assessment and standardized test California Assessment of Student Performance (CAASPP) exam and college and career ready.

Goal 1

Snowden's school culture is built upon the belief that all students can learn at the highest level. All instruction is based upon pacing guides and common assessment are aligned to the state standards. Our goal is to increase the level of proficiency for all student in English Language Arts (ELA), Mathematics, and English Language Development (ELD).

Identified Need

Yearly CAASPP results continue to indicate the need to focus on providing impactful resources and continued implementation of researched-based instructional practices to increase the level of student achievement, especially in the areas of English Language Arts, Math, and English Language Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC CAASPP Apex Course completion/performance STAR assessments Benchmarks	Previous year's baseline	Increase indicator scores and assessments.

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)

Increase the percentage of students achieving at standards met/exceeded or meet grade level standards in Mathematics

Strategy/Activity

Through the implementation of content / performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in Mathematics as measured by SBAC.

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)
13000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.1a Provide TCOE professional development in the area of Mathematics
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.1b Provide professional development in area of Distance Learning strategies
34000.00	Title I 5000-5999: Services And Other Operating Expenditures 1.1c Continue using Imagine Math Fact program to enhance student mastery of math facts - contract renewed for two years

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase the percentage of students achieving at standards met / exceeded or meet grade level standards in ELA

Strategy/Activity

Through the implementation of content / performance standards education, we will increase the percentage of students achieving at "standards met, standards exceeded" in ELA as measured by SBAC.

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)
10000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

	1.2a Provide TCOE professional development in the area of ELA
14,000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 1.2b Provide professional development in area of Distance Learning strategies
25,000	Title I 5800: Professional/Consulting Services And Operating Expenditures 1.2c STAR / Accelerated Reader / Renaissance / Myon Program

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

List specific strategies to increase the performance of English Learners by one level as measured by English Language Proficiency Assesments (ELPAC) .

Strategy/Activity

Through the implementation of ELD standards education, we will increase the performance of English Learners one level as measured by ELPAC.

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)
100000.00	Title I 1000-1999: Certificated Personnel Salaries 1.3a Academic Coach provides supports teacher implementation of ELD strategies for English Learners
34,000.00	Title I 5000-5999: Services And Other Operating Expenditures 1.3b Imagine Learning contract continued Headsets with microphones for ELD program Imagine Learning
	Title IV 5800: Professional/Consulting Services And Operating Expenditures 1.3c Provide professional development in area of Distance Learning strategies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategies to increase teacher support and growth include new teacher support.

Strategy/Activity

LCAP 1.4. Increase to 100 percent the number of teachers teaching with the appropriate credential and certification.

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)
1,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures 1.4a Provide TCOE professional development in the area of TIP.
1,000.00	Title II 5000-5999: Services And Other Operating Expenditures 1.4b Purchase materials for English Learners

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

List specific actions to implement standards-based materials, include supplemental materials.

Strategy/Activity

The District will maintain 100% of the latest state adopted 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)
6,000	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.5a Provide TCOE professional development /resources in the area of NGSS / STEM
3,673	LCAP 5000-5999: Services And Other Operating Expenditures

	1.1b Provide TCOE professional development /resources in the area of NGSS / STEM
6,820	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.4c Provide TCOE professional development /resources in the area of NGSS / STEM
2,000	Title I 4000-4999: Books And Supplies 1.4d Purchase books and supplies for students
10000.00	LCFF 5000-5999: Services And Other Operating Expenditures 1.4e Provide materials for classrooms

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

List specific actions to increase the reading levels of students reading below grade level by 1 year.

Strategy/Activity

Increase K- 12 reading levels of students reading below grade level by 1 year as measured by STAR/AR, High Point, Imagine Learning.

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)
	Title I 4000-4999: Books And Supplies 1.6a STAR / Accelerated Reader Program
4,000.00	Title I 4000-4999: Books And Supplies 1.6b Purchase Read Naturally online guided reading program
43,000	LCFF 2000-2999: Classified Personnel Salaries 1.6c The reading teacher is assisted by an instructional aide to provide services to an increased number of students
1,000	Title III 4000-4999: Books And Supplies 1.6d Purchase reading books in English/Spanish to target English Language Learners. The books will go home for homework

	reading and will allow Spanish speaking parents to read the same text as the students read in English.
4,000	Title III 1000-1999: Certificated Personnel Salaries 1.6e After School Tutoring provided for English Learners and/or Long Term English Learners

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

List specific actions to increase PLC teacher collaboration for implementation of ELD / CCSS

Strategy/Activity

Academic content standards and ELD standards will be the basis of 80% of PLC meetings, Grade level meetings, and Department meetings.

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

Amount(s)	Source(s)
4,000.00	Title II 5800: Professional/Consulting Services And Operating Expenditures 1.7a Provide PLC training and support

Annual Review

SPSA Year Reviewed: 2019-20

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.

All strategies and activities for Goals 1 were implemented. District CASSP student results for English Language Arts indicated a 3.6 % increase and while Math increased by 3.1%. English Learners continue to be a focus for improvement.

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

All strategies and activities for Goals 1 were implemented. District CASSP student results for English Language Arts indicated a 3.6 % increase and while Math increased by 3.1%. English Learners continue to be a focus for improvement.

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.

The district will continue with the strategies and activities described in Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Provide a clean, healthy, orderly, physically, and emotionally, safe environment in which to engage students in their learning and reach their full potential.

Goal 2

All students at Snowden Elementary will be educated in a safe and healthy learning environment. Snowden staff strive to improve student engagement and create a positive learning environment for all students.

Identified Need

The school has experienced a history of average daily attendance of 95% or more. Good attendance is a strong indicator of increased achievement and graduation rates. Providing a clean, healthy, orderly, physically and emotionally safe environment is essential to maintain high attendance rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance reports FIT Report Tardy reports Parent surveys	Previous year's attendance reports	Lower chronic absentee levels Lower tardiness Excellent rating on FIT Report

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)

List specific actions to improve student attendance.

Strategy/Activity

Increase student attendance TK-12

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)
1000.00	Other 5000-5999: Services And Other Operating Expenditures 2.1a Use Character Counts to promote a positive atmosphere Incentives for student attendance and involvement
	Other 5000-5999: Services And Other Operating Expenditures 2.1b Spirit Days and noon activities
	LCFF 2000-2999: Classified Personnel Salaries 2.1c Site Parent Liaison makes calls to offer assistance to parents with children who are consistently tardy or absent Home visits are conducted when phone calls are not effective

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

List specific intervention actions to support students who are at-risk for not meeting grade level standards / graduation requirements.

Strategy/Activity

Increase high school graduation rates. Not applicable for elementary.

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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Describe actions to decrease student chronic absenteeism.

Strategy/Activity

Decrease chronic student absenteeism across the district.

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)

10,370.00	LCFF 2000-2999: Classified Personnel Salaries 2.3a Hold SARB meetings with parents
1,000	Title I 5000-5999: Services And Other Operating Expenditures 2.3b Incentives for Good and Perfect Attendance
19,260	LCAP 2000-2999: Classified Personnel Salaries 2.3c Parent Liaison to bridge home school communication

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Describe actions to reduce student behavior incidents and suspensions.

Strategy/Activity

Reduce student suspension rates across the district.

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)
4000.00	Title IV 5800: Professional/Consulting Services And Operating Expenditures 2.4a Provide TCOE professional development in the area of PBIS/ MTSS
118,454	Other 1000-1999: Certificated Personnel Salaries 2.4b Employ a full-time counselor

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Describe actions and services to reduce the number of major student behavior incidents.

Strategy/Activity

Decrease student expulsion rates across the district.

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)
4000.00	Title IV 5000-5999: Services And Other Operating Expenditures 2.5a Provide Second Step resources

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Decrease student dropout rates.

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)

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

Ensure that school receives a pass score on Facilities / Safety Compliance Report

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)
	LCFF 2000-2999: Classified Personnel Salaries 2.6a Monthly inspections by Lead Custodian
	LCFF 1000-1999: Certificated Personnel Salaries 2.6b Maintenance Work Orders completed when repairs are necessary
	LCFF 2000-2999: Classified Personnel Salaries 2.6c Williams Report Compliance

Annual Review

SPSA Year Reviewed: 2019-20

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.

All strategies and activities for Goals 2 were implemented. District CASSP student results for English Language Arts indicated a 3.6 % increase and while Math increased by 3.1%. English Learners continue to be a focus for improvement.

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

There was no difference between intended implementation and or budgeted expenditures in Goal 2.

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.

There is an increased focus to reduce chronic absenteeism and improve attendance rates. The CA School Dashboard provides a chronic absenteeism metric which indicates that district schools performed in Red. Attendance incentives will be implemented to improve student attendance rates to Orange.

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

Parent Involvement

LEA/LCAP Goal

Increase the level of engagement by parents, family, and community stakeholders in the education of their children

Goal 3

Snowden Elementary strives to promote parent and community involvement to ensure that all stakeholders are engaged in the educational setting

Identified Need

The level of parent engagement supports students. It is important to provide parent engagement activities and to use new means to communicate these and more activities via parent calling systems, school websites, parent portal, newsletters, parent liaisons, and outreach consultants to encourage engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent surveys Parent involvement at events/trainings	Previous year's surveys and parent involvement in events	Increase parent involvement at all school events, trainings, and meetings.

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)

List specific actions to increase parent involvement and understanding of how to support their student in the learning process.

Strategy/Activity

Increase parent involvement by 5% to ensure all unduplicated students and special needs students are represented and supported by parental understanding of programs and services.

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)
5000.00	Title I 5000-5999: Services And Other Operating Expenditures 3.1a Provide PIQE parent training and support
50000.00	Adult Education 1000-1999: Certificated Personnel Salaries 3.1b Provide Adult Education ESL / Diploma classes
	LCFF 5000-5999: Services And Other Operating Expenditures 3.1c Student Study Team meetings, Parent Nights, Migrant Support, Back to School Night, Open House, Parent-Teacher Conferences, and other programs in place help with student adjustment. Translators work during events and meetings.
	LCFF 1000-1999: Certificated Personnel Salaries 3.1d Teachers and site administration will review SSC and ELAC recommendations, develop implementation plans, and present to stakeholders SSC and ELAC members will review current school rules and practices SSC and ELAC members will meet to identify issues at site and make recommendations to site administration. Parent Involvement/Parent Participation/Parent Education.
	LCFF 2000-2999: Classified Personnel Salaries 3.1e Translators for SSC Employees paid to prepare flyers/information/letters to enhance school and home communications and to assist with parent involvement in school activities.
	Other 1000-1999: Certificated Personnel Salaries 3.1f SSC and ELAC committee will meet to discuss and review the Snowden Safety Plan
	Other 5000-5999: Services And Other Operating Expenditures 3.1 g Parent Forums twice a month online with principal

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

List specific actions to support parent understanding of technology, CCSS, and literacy.

Strategy/Activity

Provide parent education courses (minimum of 2) for the purpose of understanding the use of technology, CCSS and English-As-A-Second-Language.

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)
1000.00	Title III Immigrant 5000-5999: Services And Other Operating Expenditures 3.2a Provide family literacy events
34,531.00	LCFF 5000-5999: Services And Other Operating Expenditures 3.2b Computer Technicians at Open House and Back to School Night to assist parents with Parent Portal and other websites

Annual Review

SPSA Year Reviewed: 2019-20

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.

All strategies and activities were implemented as listed in Goal 3. The Parent Institute for Quality Education program provided increased parent engagement opportunities.

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

There was no difference between intended implementation and or budgeted expenditures in Goal 3.

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.

The district will continue with the strategies and activities described in Goal 3.

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

Pupil Achievement

LEA/LCAP Goal

Every student will graduate with 21st Century skills and a broad course of study for success and/or a college preparatory curriculum.

Goal 4

Snowden Elementary promotes a school-wide educational plan that focuses on state standards, pacing guides, assessments, and 21st Century skills.

Identified Need

Develop 21st Century career pathways that provide opportunities for all students to be prepared to enter college and careers. Expand college and career opportunities for students in Kindergarten through high school and increase the percent of high needs students enrolled.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores CAASPP scores Benchmarks Weekly tests STAR Math assessments Grades	Comparing current and future ELPAC and CAASPP scores. Monitoring of benchmarks, weekly tests, STAR ,and math assessments	Increase student engagement, better prepare students to achieve, and increased student scores and outcomes

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)

List specific actions to increase the number of students who are college and career ready

Strategy/Activity

Increase the number of all students, including unduplicated and special needs who are college and career ready.

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)
2,281	LCFF 1000-1999: Certificated Personnel Salaries 4.1a Provide GATE / Honors materials and resources

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Doe not apply to elementary

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who are "conditionally ready or ready" on the EAP/ ELA.

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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Does not apply to elementary

Strategy/Activity

Increase the number of all students, including unduplicated and special needs who are "conditionally ready or ready on the EAP in Math.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Does not apply to elementary

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who score a 3 or higher on Advanced Placement exams.

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)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Does not apply to elementary

Strategy/Activity

Increase the percentage of all students, including unduplicated and special needs who complete at least 1 Career Educational Technical Pathway.

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)

Annual Review

SPSA Year Reviewed: 2019-20

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.

All strategies and actions were implemented as listed in Goal 4.

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

There was no difference between intended implementation and or budgeted expenditures in Goal 4.

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.

The district will continue with the strategies and activities described in Goal 4.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

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	$187,459.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$567,906.00

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	$151,361.00
Title II	$11,670.00
Title III	$13,0000.00
Title IV	$10,820.00
Title III Immigrant	$608.00
Federal Special Ed	$120,878.00

Subtotal of additional federal funds included for this school: $308,337.00

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 ($)
Adult Education	$10,000.00
LCAP	$86,115.00
LCFF	$45,000.00
Other	$118,454.00

Subtotal of state or local funds included for this school: $259,569.00

Total of federal, state, and/or local funds for this school: $567,906.00

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
Unrest Lottery	24,294.00	0
Title I	151,361.00	0
Title II	11,670.00	0
Title III	13,000.00	0
Other	50,000.00	0
LCFF	480,084.00	0

Expenditures by Funding Source

Funding Source	Amount
Adult Education	10,000.00
LCAP	86,115.00
LCFF	45,000.00
Other	118,454.00
Title I	151,361.00
Title II	11670.00
Title III	13,000.00
Title III Immigrant	608.00
Title IV	10,820.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	263,817.00
2000-2999: Classified Personnel Salaries	72,630.00
4000-4999: Books And Supplies	28,000.00
5000-5999: Services And Other Operating Expenditures	132,204.00

5800: Professional/Consulting Services And Operating Expenditures		47,820.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Adult Education	10,000.00
1000-1999: Certificated Personnel Salaries	LCAP	2,281.00
2000-2999: Classified Personnel Salaries	LCAP	29,630.00
5000-5999: Services And Other Operating Expenditures	LCAP	54,204.00
2000-2999: Classified Personnel Salaries	LCFF	43,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	Other	118,454.00
1000-1999: Certificated Personnel Salaries	Title I	129,082.00
4000-4999: Books And Supplies	Title I	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I	73,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	6,000.00
1000-1999: Certificated Personnel Salaries	Title III	12,000.00
4000-4999: Books And Supplies	Title III	1,000.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant	608.00
4000-4999: Books And Supplies	Title IV	2,000.00
5000-5999: Services And Other Operating Expenditures	Title IV	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	4,820.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	317,575.00
Goal 2	174,084.00
Goal 3	50,531.00
Goal 4	2,281.00

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

1 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Melinda Canning	Principal
Cindy Lee	Other School Staff
Megan Hoyt	Classroom Teacher
Carlos Rodarte	Parent or Community Member
Deanna Cruz	Other School Staff
Mariana Gonzalez	Parent or Community Member
Criselda Ibarra	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**
(signature)	English Learner Advisory Committee

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 11-12-20.

Attested:

(signature: Melinda Canning)	Principal, Melinda Canning on 11-12-20
(signature)	SSC Chairperson, SSC Chairperson, Carlos Rodante on 11-12-20

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 School Site 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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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