



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dogwood Elementary School	13-63131-0135657	May 9, 2023	

## Purpose and Description

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

Schoolwide Program  
Dogwood Elementary 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 purpose of the Single School Plan for Student Achievement (SSPSA) is to increase the overall effectiveness of the school program by creating a strategic plan that maximizes school resources. This plan is written to be aligned with the LCAPP (Local Control Accountability Plan) to ensure there is a concerted effort between the district and school goals to help every child succeed.

# 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).

Staff Survey - 2021-2022 (48 Respondents)

Surveys provided information for the SSC/ELAC council in updating the SPSA.

### SUMMARY OF KEY INDICATORS:

#### School Supports for Students:

- 64%--Caring adult relationships
- 69%--High expectations-adults in school
- 45%--Student meaningful participation
- 58%--Promotion of parental involvement
- 67%--Student learning environment
- 46%--Facilities upkeep
- 53%--Support for social emotional learning
- 66%--Provides adequate counseling and support services
- 55%--Anti-Bullying climate
- 71%--Emphasizes teaching lessons in ways relevant to students
- 63%--Is a support and inviting place for students to learn

#### School Supports for Staff:

- 47%--Staff working environment
- 57%--Staff collegiality
- 49%--Is a support and inviting place for staff to work
- 37%--Promotes trust and collegiality among staff
- 54%--Feel a responsibility to improve the school
- 44%--Promotes participating in school decision making

#### School Safety

- 50%--Is a safe place for staff
- 67%--Is as safe place for students
- 33%Has sufficient resources to create a safe campus

#### Fairness, Rule Clarity, and Respect for Diversity

- 48%--Fairness and rule clarity
- 55%--Respect for diversity

#### Academic Motivation and Student Behavior

- 38%--Students are motivated to complete schoolwork
- 22%--Student readiness to learn
- 11%--Cutting classes or being truant moderate/severe problem
- 18% Harassment/bullying moderate/severe problem

#### Substance Use and Mental Health

- 0%--Alcohol and drug use moderate/severe problem
- 0%--Tobacco use moderate/severe problem
- 0%--Vaping/e-cigarette use moderate/severe problem
- 18%--Student depression moderate/severe problem

#### Perceived School Safety in Response to COVID-19

- 57%--COVID related safety measures to keep students healthy
- 60%--COVID related safety measures to keep staff healthy

#### Areas of Professional Development Needs

71%--Supporting students exposed to trauma  
18%--COVID related safety measures and protocols

#### Caring Adult Relationships

63%--Adults really care about every student  
60%--Adults acknowledge and pay attention to students  
69%--Adults listen to what students have to say

#### High Expectations-Adults in School

71%--Adults want every student to do their best  
66%--Adults believe every student can be a success

#### Student Meaningful Participation

40%--Opportunities to decide things  
71%--Equal opportunity for classroom participation  
43%--Equal opportunity to participate in extracurricular activities  
26%--Opportunities to "make a difference"

#### Promotion of Parental Involvement

54%--School is welcoming to and facilitates parent involvement  
63%--Encourages parents to be active partners in schooling  
55%--School communicates about student learning expectation  
52%--Parents feel welcome to participate at this school

Based on the Staff data, the majority of staff feels that they promote a positive learning environment for students. Although 67% perceive the school as a positive environment for students, there are 29% of staff members who feel disruptive student behavior is a problem. Fifty-nine percent (59%) of staff strongly agrees that the school is a supportive and inviting place for staff to work, 6% have experience some form of disrespect by a colleague and 22% feel that the lack of respect of staff by students is a problem. We will continue to work with the school community, students, and parents to help educate and make improvements in the areas where students indicated support is needed.

California School Parent Survey 2021-2022. HESD conducted a parent survey, (TK-8th) prepared by WestEd/California Department of Education School Health and Safety Office.

275 respondents  
245 In-school model only  
24 Remote model only

#### Summary of Key Survey Indicators Parent Involvement

##### Parent Involvement

48%--Promotion of parental involvement  
22%--Parental involvement in school  
45%--School encourages me to be an active partner  
43%--School actively seeks the input of parents  
43%--Parents feel welcome to participate at this school

##### School Supports for Students

49%--Student Learning Environment  
50%--School is a safe place for my child  
53%--School motivates students to learn  
50%--School has adults who really care about students  
47%--Opportunities for meaningful participation  
61%--Communication with parents about school  
88%--Teachers responsive to child's social and emotional needs  
84%--School provides parents with advice and resources to support my child's social and emotional needs

#### Fairness, Rule Clarity, and Respect for Diversity

50%--School enforces school rules equally  
57%--School treats all students with respect  
43%--School promotes respect of cultural beliefs/practices

#### Substance Use, School Disorder, and Bullying (average reporting on problems)

17%--Substance use problem  
13%--Student alcohol and drug use  
13%--Student vaping or e-cigarette use  
26%--School disorder  
16%--Harassment or bullying of students

#### Facilities

48%--School has clean and well-maintained facilities/properties

#### Learning from Home and School Connection

80%--Average days worked on schoolwork  
39%--Opportunities for student connection

#### Areas of Parent Concerns

38%--Child's mental well-being  
41%--Child's safety at school for in-person learning  
48%--Child falling behind academically  
22%--Providing financially for your child

Based on the Parent Survey 43% of the respondents feel the School actively seeks the input of parents and noted they feel welcome to participate at school. 50% of parents noted the schools were safe and that the schools have adults who really care about students. We will continue to work with HESD parents via events, meetings, etc. to increase parent input, involvement, and knowledge of school processes, programs, and committees.

## Classroom Observations

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

Regular classroom observations are conducted to gather data and support instruction. Classroom observations occur on a regular basis between administration, lead teachers, and peer-review walks. The collected data is used for preparing staff development opportunities, identifying needed resources, and monitoring the implementation of school-wide improvement plans and programs.

Types and frequency of observations include:

Administration: daily walk-throughs by administration, formal observations according to district schedule, informal observations conducted on a regular basis

Leadership & Peer Coaching, Peer Observations: Classroom walks, BTSA new teacher program, team teaching opportunities, ICOE Math Peer Coaching, New teacher Support, TOSA Support

## 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)

ELPAC assessment results indicated the following scoring levels for English Learners for 2021 - 2022. These scores will be analyzed with caution as students were assessed during the COVID 19 pandemic.

Level 4 - 15.67%

Level 3 - 25.67%

Level 2 - 32.33%

Level 1 - 26.33%

English Language Learners in our district continue to be an area of need for our school district.

In addition, Students with Disabilities score below standard, according to the California School Dashboard based on the 2021 CAASPP English Language Arts and Mathematics results. In the area of chronic absenteeism, students with disabilities continued to be rated as "low" according to the California School Dashboard. In summary, our greatest needs are in the academic success of our English Language Learners and Students with Disabilities. A review of the data demonstrates a need to further analyze instructional practices across all grades.

Currently, our district has invested substantial resources in establishing systems of support in attendance, academic, social-emotional, and behavioral needs. We are seeing some improvements in all areas and anticipate that data collection at the end of the year will demonstrate increase growth. Language Learners in our district continue to be an area of need for our school district. The California School Dashboard indicator was "low" for "English Learner students" based on the 2022 CAASPP English Language Arts and Mathematics results. Students with Disabilities are in the lowest performance level (very low) according to the California School Dashboard based on the 2022 CAASPP English Language Arts and Mathematics results.

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

Teachers meet monthly in grade level team meetings to discuss student progress in curriculum-embedded assessments. The grade level team regularly evaluates the need to place students in intervention classes based on results and team recommendations. Modifications to lesson structure and instructional delivery is also a consideration based on curriculum-embedded assessments. TACT (Teacher Academic Collaboration Time) is set aside to provide time for teams to work on lesson designs and make modifications to the grade level pacing guide.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

The district maintained appropriately assigned and highly qualified teachers at 100%. In the October 2018 board meeting, the governing board was presented with the resolution appropriate assigned and highly qualified teacher resolution which indicated 100% of teachers are highly qualified.

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

The District will hire and maintain highly qualified teachers at 100% as measured by the Highly Qualified Teacher Report.

To ensure highly qualified teachers, administrators, and instructional assistants, the District will provide professional development in all core subject areas aligned to the California Common Core State Standards.

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

To ensure highly qualified teachers, administrators, and instructional assistants, the District will provide professional development in all core subject areas aligned to the California State Standards.

Content, structure, and organization of the Common Core State Standards in English Language Arts/ English Language Development, mathematics, all core subject areas aligned to the Common Core State Standards (NGSS, History Social Science, etc.), technology, writing process, intervention curriculum and assessments in all curricular areas.

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

The district TOSAs (Teachers on Special Assignment) work with both school sites.

- They support grade level teams in the development of lessons for Designated ELD and Intervention.
- They provide direct services to English Language Learners during Designated ELD.
- They provide professional development to instructional assistants on instructional practices and/or content delivery.
- They provide professional development of instructional core program to new teachers.

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

Grade Level Meetings / TACT / Data Analysis:

Instructional staff participates in monthly and/or quarterly TACT Meetings and Data Analysis Meetings whereby data is analyzed and used as a vehicle to guide and plan for instruction. Grade level teams develop SMART goals (Strategic and Specific, Measurable, Attainable, Results-Oriented, and Time-bound). They use the data to refine their Pacing Calendars, instructional lessons, and plan for flexible grouping and/or interventions.

Curriculum Committee:

The District supports vertical articulation between its two school sites, Heber and Dogwood Schools, through their monthly committee meetings. During their meetings grade level leads engage in professional development focused on reviewing, updating, and/or establishing effective District and school wide practices, including virtual platforms, Board Policies on Grading, and the implementation and sharing of acquired skills and knowledge.

## Teaching and Learning

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

The District completed an annual reflection tool to monitor the implementation of academic standards.

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

Daily Schedules of Instruction are provided to ensure that students have access to core curriculum and we comply with the recommended minutes of instruction from the California Department of Education. The instructional minutes for students in TK - 3rd grade at Dogwood are 56,500. This translates to 336 minutes on M, T, Th, F; and 238 minutes on early release day.

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

Grade level teams prepare a pacing schedule for all content areas. Weekly lesson plans include content standards that follow the pacing guide .Designated ELD / Intervention (Math and/or ELA) : 4 days per week, minimum of 40 min./day

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

All students have access to district adopted textbooks and materials in ELA, Math, Social Studies, Science, and Physical Education. The District gave all students access to the standard-aligned instructional material. In the October 2019 board meeting, the governing board was presented with sufficient material resolution which indicated there was sufficient material for all students. The District provided all students (unduplicated and students with exceptional needs) access to all District programs and services (ASES, Arts etc.). Programs and services were offered to all students during the school year.

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

Curriculum used at Dogwood Elementary is aligned to the California Common Core Standards. Intervention materials are purchased for ROAR (reading intervention) and after school literacy tutoring.

## Opportunity and Equal Educational Access



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

The District will plan the following activities and services for special education department:

- \* Provide professional development for special education teachers and instructional assistants on instructional practices.
- \* Purchase supplemental instructional materials aligned to the Common Core State Standards.
- \* Implementation of a co-teaching model for special education students to increase support in the general education classes.

To address the gaps, HESD LCAP includes the following actions and services:

- Professional development to improve content area subjects and the implementation of a co-teaching model to increase support in the general education classes for special education students.
- The District will continue to employ a Teacher On Special Assignment (TOSA) to provide support with an emphasis on instructional support in literacy, math, and writing.
- The SPED Committee will meet throughout the year to increase and improve student services for students with disabilities, visit model school sites with promising practices, and various professional development opportunities. (6 teachers, administrators, 6 meetings for one hour) .
- The District will continue to support the building and implementation of co-teaching and UDL practices district-wide to support students' academic needs.
- The District and school site increased professional development for teachers to support students with disabilities and English Learners.

Evidence-based educational practices to raise student achievement

The District will plan the following activities and services for special education department:

- \* The District provided professional development for special education teachers and instructional assistants on instructional practices. Staff attended various workshops sponsored by ICOE and SELPA Imperial County Office of Education.
- \* Supplemental instructional materials that are aligned to the Common Core State Standards were purchased including software programs.
- \* Some co-teaching models for special education students were implemented at Dogwood and Heber to increase support in the general education classes.
- \* Co-teaching professional development was provided for both school sites as a District initiative.

## Parental Engagement

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

Parent feedback will be collected through surveys, parent meetings, and Focus Groups to determine areas of need and to provide direction. Feedback opportunities will be offered to all parents including parents of unduplicated students and parents of students with special needs.

- Parent Link
- District & school website
- District Apptegy
- Class Dojo
- District Facebook
- Parent notices to communicate about availability of trainings.
- Parent trainings will be offered in English and Spanish at varying times of the day, and parents receive incentives for their participation. Training topics will be selected based on need and/or request.



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

The District and school provide various opportunities for parents to participate and give their input.

- Parent teacher conferences
- Participation on the School Site Council / English Learner Advisory Committee
- District English Learner Advisory Committee
- Migrant Council
- Focus groups
- LCAP Consultations
- Title I / Coffee with the Principal
- Parent Surveys

## Funding

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

- \* Hire of instructional assistants to support intervention programs
- \* Extra hours in the library (before and after school) to support reading improvement
- \* Student Incentives
- \* Supplemental Classroom Supplies
- \* Parent Training, Materials, & Supplies
- \* Supplemental library and technology materials, programs, and supplies
- \* Character Building and Capturing Kids Hearts training, materials, and supplies
- \* Instructional Technology Technician personnel to support students in the classroom
- \* Social, Emotional, Behavioral Support, Leadership training, materials, and supplies

## Fiscal support (EPC)

The Financial Planning, Monitoring and Accountability Department provides guidance and assistance to schools implementing programs and activities funded through Title I. Responsibilities include supporting School Site Councils (SSCs), to effectively carry out their assigned responsibilities, and overseeing the Single Plan for Student Achievement (SPSA), coordinating the California Department of Education (CDE) Federal Program Monitoring (FPM) on-site and online reviews, site reviews, and related activities.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The school site council met monthly to review data and determine the needs of students at Dogwood Elementary. The current SSPSA plan was reviewed, and input was given from stakeholders during meetings. Information from parent, teacher, and student surveys were taken into consideration. All meeting agendas were posted in advance and meeting dates and times were publicized.

During January and March committee meetings were held for the SSC/ELAC to participate in the annual Title I meeting and SPSA input meetings. Data from meetings informed the updates for the proposed SSPSA 2023 - 2024 plan.

## Resource Inequities

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

Academic achievement for English Language Learners in our district continues to be an area for improvement. The California School Dashboard indicator was “low” for “English Learner students” based on the 2022 CAASPP English Language Arts results. Students with Disabilities are in the lowest performance level (very low) according to the California School Dashboard based on the 2022 CAASPP English Language Arts and Mathematics results.

In the area of chronic absenteeism, students with disabilities were rated as "low" according to the California School Dashboard.

In summary, our greatest needs are in the academic success of our English Language Learners and Students with Disabilities. A review of the data demonstrates a need to further analyze instructional practices across all grades. The District partnered with WestEd consultant to develop co-teaching and UDL practices district-wide to support student academic needs. Currently, our district has invested substantial resources in establishing systems of support in attendance, academic, social-emotional, and behavioral needs. We are seeing some improvements in all areas

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	97.2%	%	97.52%	490		630
Pacific Islander	%	%	0%			0
White	2.8%	%	2.01%	14		13
Multiple/No Response	%	%	0%			0
<b>Total Enrollment</b>				504		646

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	126		173
Grade 1	128		111
Grade 2	115		112
Grade3	135		121
Grade 4			129
<b>Total Enrollment</b>	504		646

### Conclusions based on this data:

1. Decrease in enrollment from 2019 -2020 to 2020 - 2021 of 88 students.
2. Increase of enrollment from 2021 - 2022 with the addition of 4th grade added to Dogwood School

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	308	292	386	61.10%	60.3%	59.8%
Fluent English Proficient (FEP)	17	19	40	3.40%	3.9%	6.2%
Reclassified Fluent English Proficient (RFEP)	8			2.6%		

### Conclusions based on this data:

1. The percentage of English Learners in Dogwood Elementary is 60.3% for the 2021 - 2022 school year.
2. The percentage of English Learners in Dogwood Elementary is 59.8% for the 2022-2023 school year.
3. Slight decrease in the percent of English Learners for the year 2021-2022.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	135	126		135	123		135	123		100.0	97.6	
All Grades	135	126		135	123		135	123		100.0	97.6	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2387.	2422.		16.30	30.89		16.30	16.26		25.19	21.14		42.22	31.71	
All Grades	N/A	N/A	N/A	16.30	30.89		16.30	16.26		25.19	21.14		42.22	31.71	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	17.04	25.20		48.89	51.22		34.07	23.58	
All Grades	17.04	25.20		48.89	51.22		34.07	23.58	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.70	13.01		48.51	52.85		41.79	34.15	
All Grades	9.70	13.01		48.51	52.85		41.79	34.15	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.72	14.63		75.37	70.73		17.91	14.63	
All Grades	6.72	14.63		75.37	70.73		17.91	14.63	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.59	26.83		60.00	52.03		27.41	21.14	
All Grades	12.59	26.83		60.00	52.03		27.41	21.14	

**Conclusions based on this data:**

1. The overall English Language Arts data indicates an increase in the number of 3rd grade students meeting or exceeding standards in 2021-2022.

2016-17 60.3% Exceed/Met  
 2017-18 64.3% Exceed/Met  
 2018-19 56.6% Exceed/Met  
 2020-21. 32.6% Exceed/Met  
 2021-22 47.15% Exceed/Met

Teachers are aware of the special needs of the 3rd grade 2021-2022 class. The Single Plan of Student Achievement has allocated funds for instructional assistants to support reading achievement. Teachers utilize the support of instructional assistants to facilitate ROAR and provide small group instruction for students needing additional help. Incentives, supplemental materials, and access to reading programs also benefit students needing additional support in reading, writing, listening, and research/inquiry skills. Professional development for staff and monitoring of daily lesson plans continues to be an ongoing practice to improve instruction and provide the necessary supports for instructional assistants, teachers, and administrators.

2. Reading data shows an overall decrease of 3rd grade students reading below standard.

2016-17 25% Below  
 2017-18 19.8% Below  
 2018-19 21.7% Below  
 2020-21 34.07% Below  
 2021-22 31.71% Below

Continuing opportunities for students to be receive targeted instruction in small groups during ROAR time will help students relearn concepts they are missing. In addition, 3rd grade teachers are encouraging students to take an active part in reading for enjoyment. Accelerated reader, and iReady are two programs that track the reading progress and books read by students. Teachers continue to work as a grade level team to discuss lessons and make adjustments. Close reading strategies, creating lessons, and providing rigor through pedagogical practices are areas being implemented.

3. Writing - 3rd grade CAASPP Data

2016-17 80.2% Above and At/Near Standard  
 2017-18 81% Above and At/Near Standard  
 2018-19 76.7% Above and At/Near Standard  
 2020-21 58.2% Above and At/Near Standard  
 2021-22 65.86% Above and At/Near Standard

Listening

2016-17 86.1% Above and At/Near Standard  
 2017-18 90.5% Above and At/Near Standard  
 2018-19 86.6% Above and At/Near Standard  
 2020-21 82.1% Above and At/Near Standard  
 2021-22 85.4% Above and At/Near Standard

Research and Inquiry

2016-17 83.1% Above and At/Near Standard  
 2017-18 84.9% Above and At/Near Standard  
 2018-19 84.2% Above and At/Near Standard  
 2020-21 72.6%. Above and At/Near Standard

## 2021-22. 78.86% Above and At/Near Standard

Each of the writing, listening, and research-inquiry subjects continue to be at the forefront of teacher development and continued student monitoring. The areas of writing and research have been a focus for district professional development opportunities. Teachers have learned how to create lessons focusing on the genres of opinion, narrative, persuasive, and expository writing. Grade level teams have collaborated to create a lesson progression and curriculum guide for the year. Title II funds have been used for substitutes to cover classes during teacher collaboration and planning meetings (TACT), with each teacher receiving on an average 6 days over the course of the school year to work with their grade level team as they plan curriculum and design lessons. In addition, teachers work during the summer to create curriculum planning guides for each grade level. Having a focus for writing and making content accessible to all students is a school-wide goal as we continue to map a course of action to improve student achievement.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	135	126		134	125		133	125		99.3	99.2	
All Grades	135	126		134	125		133	125		99.3	99.2	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2395.	2432.		12.03	20.80		17.29	29.60		27.07	22.40		43.61	27.20	
All Grades	N/A	N/A	N/A	12.03	20.80		17.29	29.60		27.07	22.40		43.61	27.20	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.04	24.80		42.86	53.60		42.11	21.60	
All Grades	15.04	24.80		42.86	53.60		42.11	21.60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.54	22.40		41.35	46.40		42.11	31.20	
All Grades	16.54	22.40		41.35	46.40		42.11	31.20	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.53	25.60		60.15	58.40		29.32	16.00	
All Grades	10.53	25.60		60.15	58.40		29.32	16.00	

### Conclusions based on this data:

- 3rd grade math scores on the CAASPP (California Assessment of Student Performance and Progress) indicates an increase of 21% of students meeting or exceeding standards overall.  
2016-17 66.2% Exceed or Meet Standards

2017-18 56.3% Exceed or Meet Standards  
2018-19 56.5% Exceed or Meet Standards  
2020-21 29.3% Exceed or Meet Standards  
2021-22. 50.40% Exceed or Meet Standards

Title II funding continues to be used for allowing time for teachers to collaborate and participate in data analysis meetings. Technology devices and programs have been made available, including iReady lessons which give students additional practice with illustrations to solve problems. The EnVision Math program has several on-line components for students to utilize during instruction. During the 2022-2023 school year teachers received training for creating engaging math lessons using the eight mathematical practices. Title I funds have been used to equip every classroom with hands-on manipulatives to support the development of number sense and conceptual understanding.

2. 3rd Grade Math Concepts - CAASPP Data

2016-17 83.9% Above or At / Near Standard  
2017-18 80.1% Above or At / Near Standard  
2018-19 75% Above or At / Near Standard  
2020-21 57.9% Above or At/Near Standard  
2021-22 78.4%. Above or At/Near Standard

Continued efforts to include the eight mathematical practices during instruction will strengthen the foundation skills necessary for applying concepts to solve problems. Title I funding to support student motivation and reward students for completing iReady lessons and Xtra math facts will support student learning. After school tutoring and one-on-one instruction during workshop time is highly encouraged.

3rd Grade Math Problem Solving - CAASPP Data

2016-17 80.1% Above or At / Near Standard  
2017-18 77% Above or At / Near Standard  
2018-19 81.5% Above or At / Near Standard  
2020-21. 57.9%. Above or At/Near Standard  
2021-22. 68.8% Above or At/Near Standard

Students scoring below standard in problem-solving is 31.20% indicating that many students are struggling and needing more help in developing an understanding of math concepts. The continued emphasis in teaching math using hands-on manipulatives will be a focus in upcoming staff development trainings in the upcoming school year. Providing incentives through Title I funding and teacher training through Title II funding are options to consider to support student learning in math.

3. 3rd Grade Mathematical Reasoning

2016-17 89.7% Above or At / Near Standard  
2017-18 82.5% Above or At / Near Standard  
2018-19 81.5% Above or At / Near Standard  
2020-21 70.6%. Above or At/Near Standard  
2021-22. 84% Above or At/Near Standard

Communicating reasoning and demonstrating the ability to support mathematical conclusions needs to be part of every lesson and a continued focus during instruction. Are students able to explain to their partner and to the class how they came up with an answer? Are groups of students given opportunities to explore multiple ways to solve problems? Continued professional development and TACT meetings will be scheduled to improve math instruction. Working with TK - 1st grade classes in developing number sense through subitizing skills will support the learning of 2nd thru 4th grade students as the problems become more complex. Continuing to purchase hands-on manipulatives and support the collaboration of teachers by hiring substitutes for training is a recommendation.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1389.9	1398.5		1404.6	1403.5		1355.4	1386.6		78	86	
<b>1</b>	1428.1	1427.7		1443.4	1433.7		1412.4	1421.1		60	66	
<b>2</b>	1475.0	1462.4		1478.2	1461.6		1471.3	1462.7		66	66	
<b>3</b>	1490.2	1502.9		1487.0	1496.7		1493.0	1508.6		92	82	
<b>All Grades</b>										296	300	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.97	9.30		16.67	20.93		30.77	39.53		43.59	30.23		78	86	
<b>1</b>	6.67	9.09		21.67	16.67		35.00	33.33		36.67	40.91		60	66	
<b>2</b>	16.67	9.09		40.91	39.39		27.27	30.30		15.15	21.21		66	66	
<b>3</b>	15.22	32.93		38.04	26.83		29.35	25.61		17.39	14.63		92	82	
<b>All Grades</b>	12.16	15.67		29.73	25.67		30.41	32.33		27.70	26.33		296	300	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.97	6.98		23.08	22.09		24.36	41.86		43.59	29.07		78	86	
<b>1</b>	21.67	19.70		23.33	24.24		28.33	22.73		26.67	33.33		60	66	
<b>2</b>	25.76	22.73		40.91	22.73		27.27	36.36		6.06	18.18		66	66	
<b>3</b>	30.43	40.24		38.04	32.93		16.30	15.85		15.22	10.98		92	82	
<b>All Grades</b>	21.96	22.33		31.76	25.67		23.31	29.33		22.97	22.67		296	300	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.69	3.49		10.26	24.42		30.77	47.67		51.28	24.42		78	86	
<b>1</b>	0.00	9.09		26.67	12.12		20.00	22.73		53.33	56.06		60	66	
<b>2</b>	10.61	3.03		42.42	43.94		21.21	24.24		25.76	28.79		66	66	
<b>3</b>	5.43	21.95		30.43	23.17		44.57	31.71		19.57	23.17		92	82	
<b>All Grades</b>	6.08	9.67		27.03	25.67		30.74	32.67		36.15	32.00		296	300	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.54	9.30		64.10	66.28		24.36	24.42		78	86	
<b>1</b>	25.00	31.82		61.67	56.06		13.33	12.12		60	66	
<b>2</b>	30.30	25.76		63.64	60.61		6.06	13.64		66	66	
<b>3</b>	29.35	51.22		60.87	34.15		9.78	14.63		92	82	
<b>All Grades</b>	23.99	29.33		62.50	54.00		13.51	16.67		296	300	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.29	9.30		32.47	46.51		53.25	44.19		77	86	
<b>1</b>	15.00	12.12		58.33	43.94		26.67	43.94		60	66	
<b>2</b>	27.27	24.24		62.12	53.03		10.61	22.73		66	66	
<b>3</b>	36.78	47.56		43.68	34.15		19.54	18.29		87	82	
<b>All Grades</b>	24.14	23.67		47.93	44.00		27.93	32.33		290	300	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.85	3.49		50.00	74.42		46.15	22.09		78	86	
<b>1</b>	11.67	15.15		31.67	16.67		56.67	68.18		60	66	
<b>2</b>	22.73	10.61		57.58	63.64		19.70	25.76		66	66	
<b>3</b>	6.52	14.63		57.61	50.00		35.87	35.37		92	82	
<b>All Grades</b>	10.47	10.67		50.34	52.67		39.19	36.67		296	300	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.29	24.71		25.97	54.12		59.74	21.18		77	85	
<b>1</b>	5.00	7.58		51.67	50.00		43.33	42.42		60	66	
<b>2</b>	13.64	13.64		51.52	62.12		34.85	24.24		66	66	
<b>3</b>	13.04	32.93		71.74	48.78		15.22	18.29		92	82	
<b>All Grades</b>	11.86	20.74		51.19	53.51		36.95	25.75		295	299	

**Conclusions based on this data:**

1. The 2020-2021 data for the ELPAC shows promising results. Comparing students in kindergarten to those in third grade, the number of students in level 1 and level 2 have decreased. However, 46% of students in grade three are at the Level 1 and 2, indicating a strong emphasis on embedding language development skills into instruction and providing quality designated English Development classes remains a need. Title III funds can help provide training, visuals, materials, and audio enhancements to facilitate quality instruction in designated and integrated instruction.
2. Oral language, writing and listening scores continue to indicate an area for needed instruction. Professional development training sessions on the levels of listening and Socratic seminars have been employed with an aim of increasing speaking and listening skills across the grade levels.
3. Writing continues to be an area of focus. The test results indicate 71% of third grade students, and 51% of 2nd grade students only somewhat (moderately) proficient on the 2020-2021 assessment. The school is working on a writing initiative to vertically align writing instruction across all grade levels. Each grade level team will meet during TACT (Teacher Academic Collaboration Time) to assess and strengthen current writing lessons.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>484</b>	<b>71.9</b>	<b>60.3</b>	<b>0.4</b>
Total Number of Students enrolled in Dogwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	292	60.3
Foster Youth	2	0.4
Homeless		
Socioeconomically Disadvantaged	348	71.9
Students with Disabilities	32	6.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic	464	95.9
Two or More Races		
Pacific Islander		
White	18	3.7

**Conclusions based on this data:**

1. Dogwood Elementary school data population indicates is nearly all Hispanic at 99%.
2. 2020-2021 Data indicates that 71.6% (361) of the 504 students are Socially Disadvantaged.
3. Dogwood School has 6.3% (32) of students identified as Students with Disabilities.

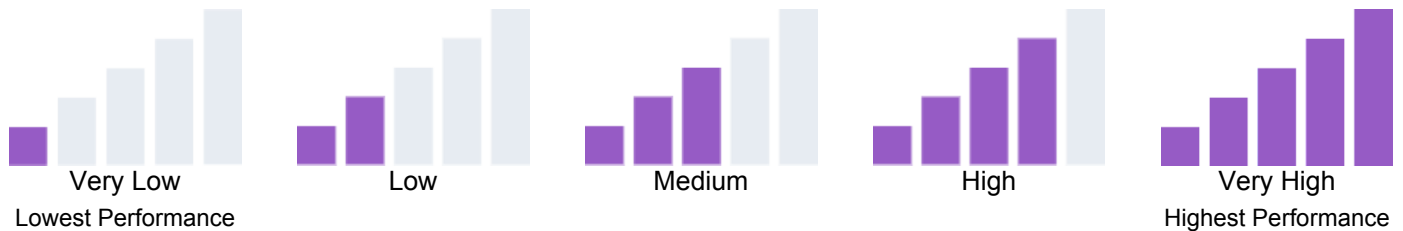


# School and Student Performance Data

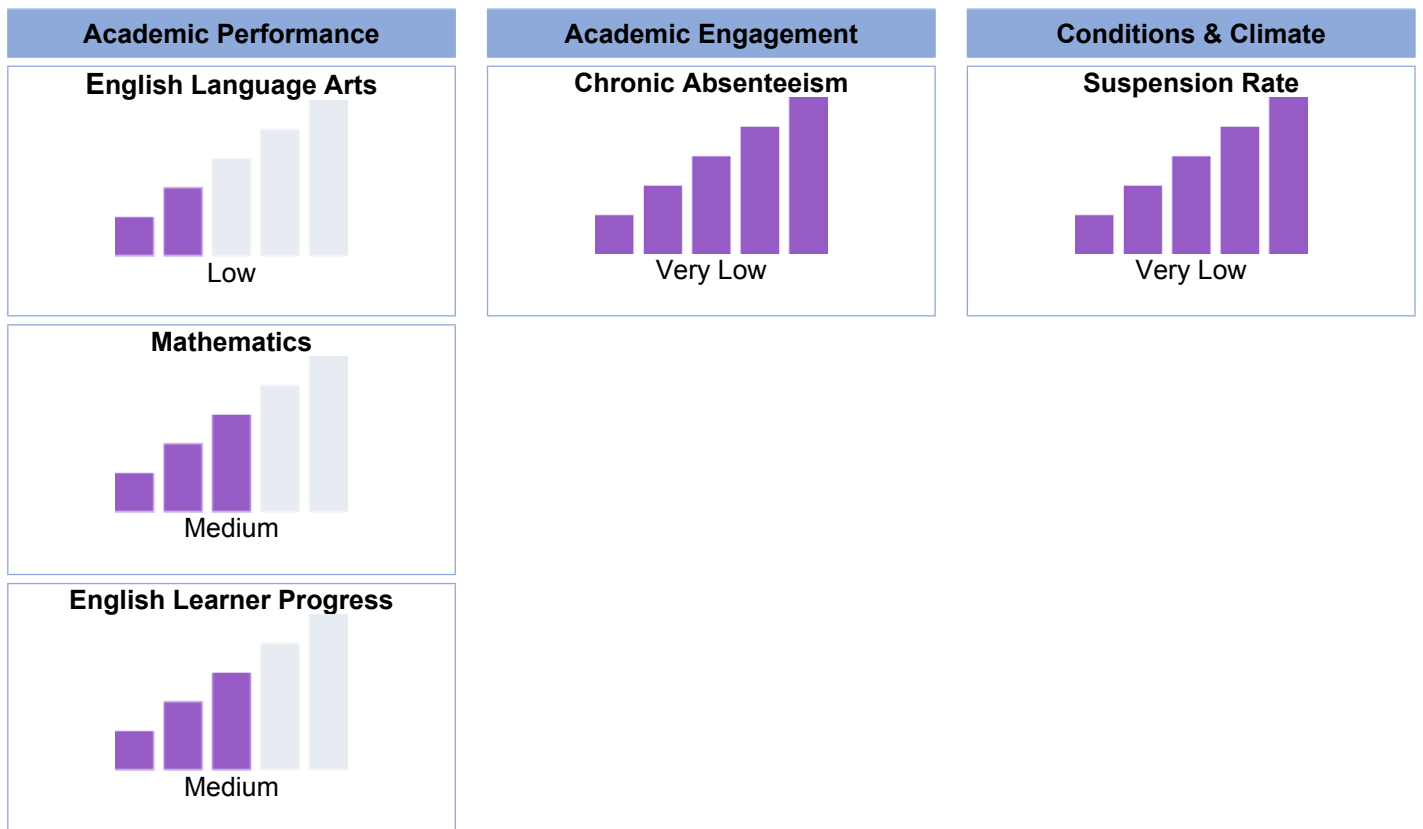
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



### Conclusions based on this data:

1. Dogwood students had similar achievement in ELA to the previous school year indicating little or no growth signified by the yellow mark. In math, Dogwood students increased in students performing above standard indicated by the green mark.

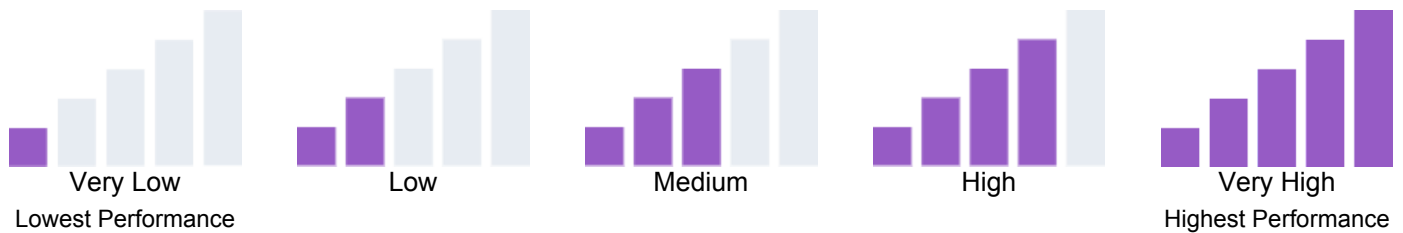
2. The 2019 Fall California School Dashboard indicator remained at "orange" for Chronic absenteeism. This continues to be an area for improvement. Teachers and staff have given input to the development plan for improving attendance which includes support of the district attendance and welfare specialist.
3. Suspension rates for 2019 remained at "orange" on the Fall California School Dashboard.

# School and Student Performance Data

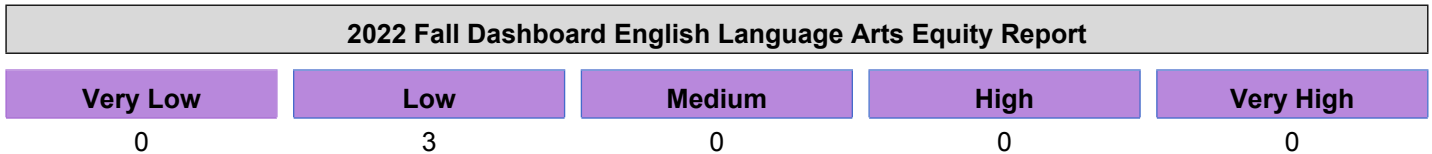
## Academic Performance English Language Arts

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

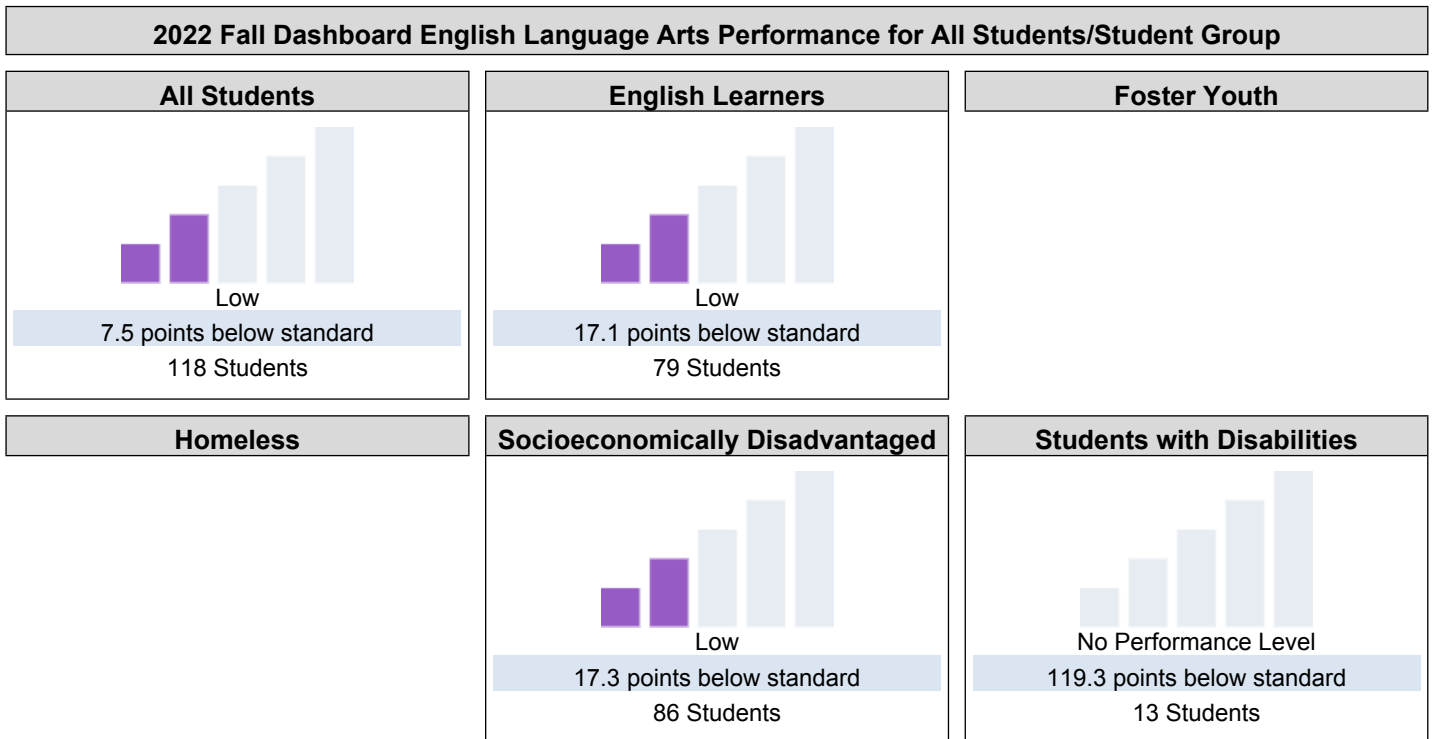
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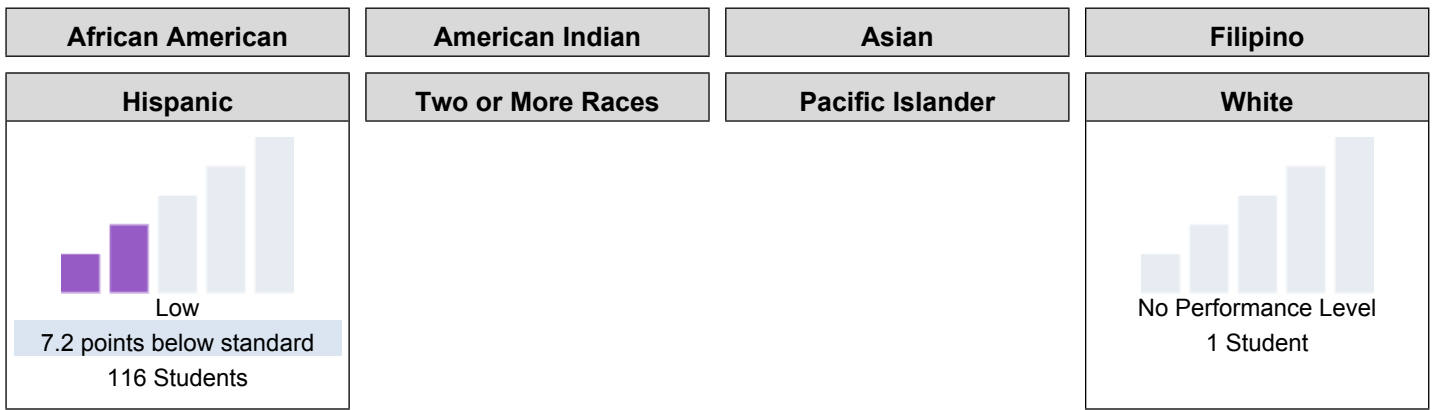
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
<p>22.6 points below standard</p> <p>76 Students</p>	<p>3 Students</p>	<p>11.7 points above standard</p> <p>38 Students</p>

#### Conclusions based on this data:

- Based on the California School Dashboard, the 2019 CAASPP English Language Arts scores indicate that students with disabilities scored 88.3 points below standard.

To address the gaps, the profession development will be supported to improve content area subjects and the implementation of a co-teaching model to increase support in the general education classes for special education students. Special Education teachers will collaborate and plan with General Education teachers during TACT and Grade Level Meetings, to plan engaging lessons that support and provide access to the grade level core program.
- English Language Learners continue to be an area of need for our school. The California School Dashboard indicates a decline of 13.6 points from 2018.

Dogwood School will continue to utilize the support of Instructional Assistants and TOSA to support students during Designated ELD and Intervention, ensuring they work closely with the Intervention teacher on EL strategies and resources.
- Socioeconomically Disadvantaged students' Dashboard indicator was at "yellow", based on the 2019 CAASPP English Language Arts, showing a significant decline of 18.7 points from 2018.

# School and Student Performance Data

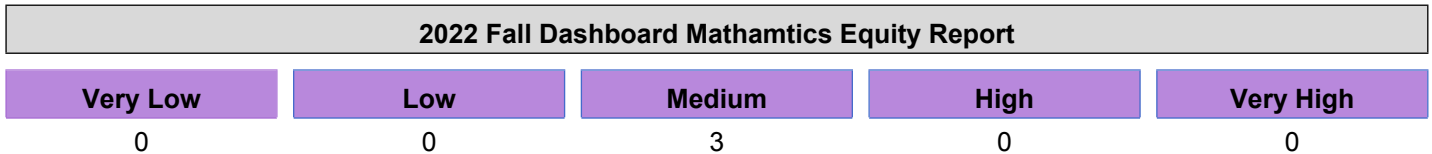
## Academic Performance Mathematics

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

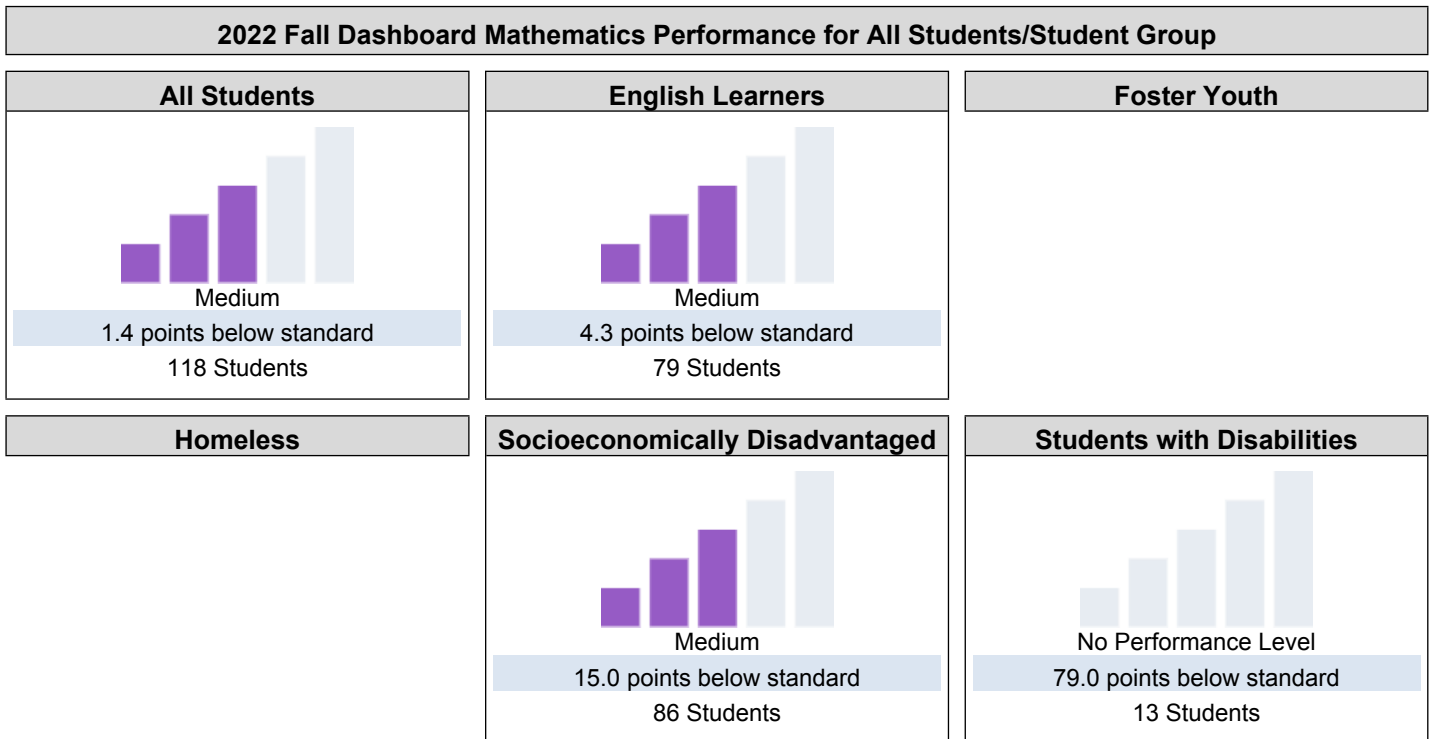
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



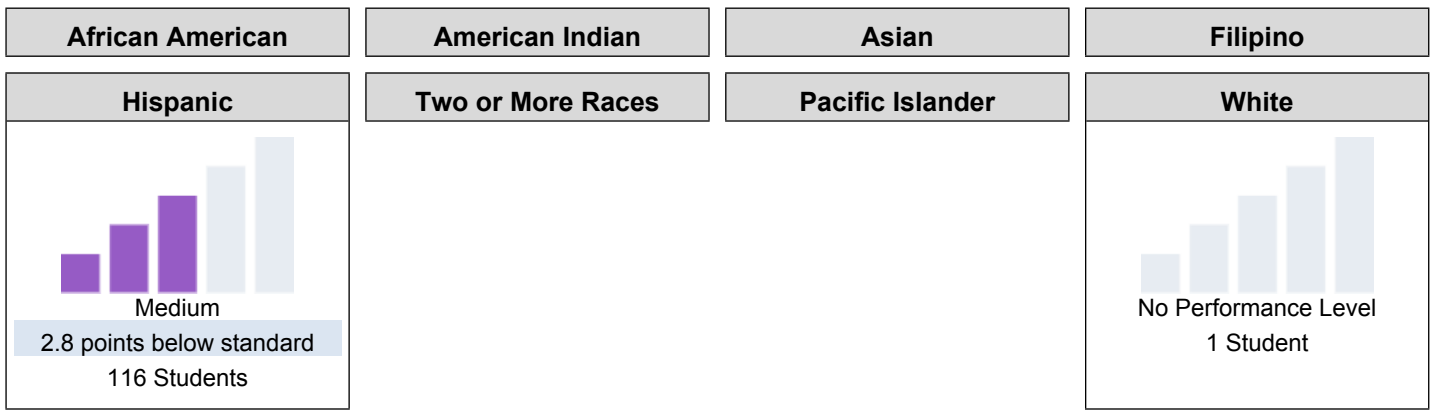
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8.8 points below standard 76 Students	3 Students	4.4 points above standard 38 Students

**Conclusions based on this data:**

- 1.** Based on the California School Dashboard, 2019 CAASPP Mathematics scores indicated that students with disabilities scored 75.9 points below standard.

To address the gaps, professional development will be supported to improve content area subjects and the implementation of a co-teaching model to increase support in the general education classes for special education students. Teachers will also receive mathematics training, to include Peer Coaching and co-teaching. Special Meetings, to plan engaging lessons that support and provide access to the grade level core program.
- 2.** The data indicates a continued need for developing critical thinking and problem solving strategies. Continuing to hold monthly TACT meetings to build conceptual lessons such as the "three act math" task will promote real-world experiences to support learning.

Teachers will continue to receive mathematics professional development from ICOE, to include Peer Coaching. Teachers will collaborate during TACT and Grade Level Meetings, to plan engaging lessons and identify effective math pedagogy to support the rigor of the CCSS.
- 3.** Socioeconomically Disadvantaged students' Dashboard indicator was at "green", based on the 2019 CAASPP English Language Arts, showing 1.8 points above standard.

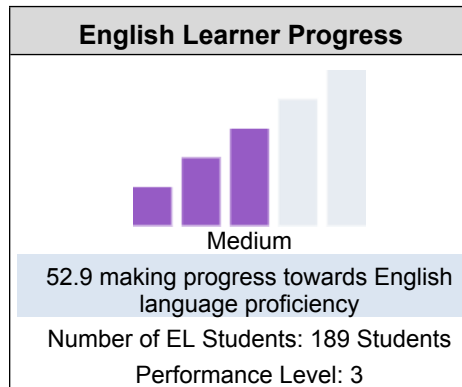
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.5%	28.6%	8.5%	44.4%

#### Conclusions based on this data:

1. "With the transition to a new ELPAC assessment, the 2019 Dashboard is unable to report a performance level (color) for" English Learner Progress. However, the percent of students performing at each level on the new assessment will be reported. The following are 2018-2019 ELPAC scores: Well developed 31.3% (level 4), Moderately developed 35.5% (Level 3), Somewhat developed 22.3% (Level 2), and Beginning Stage (10.9%) (level 1).
2. The 2019 Fall Dashboard indicates that 38.6% of the 238 students assessed, Progressed At Least One ELPI Level.
3. The 2019 Fall Dashboard indicates that 27.7% of the 238 students assessed, Decreased At Least One ELPI Level.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. Although there is no reportable data for Dogwood Elementary in the area of college and career development, it is noted that the school counselor provides activities to promote college and career preparedness. Some activities include career day, introducing information in class presentations, and highlighting the importance of continued learning opportunities. The school also invites professionals to speak to students during assemblies and the "Readers are Leaders" event.

# School and Student Performance Data

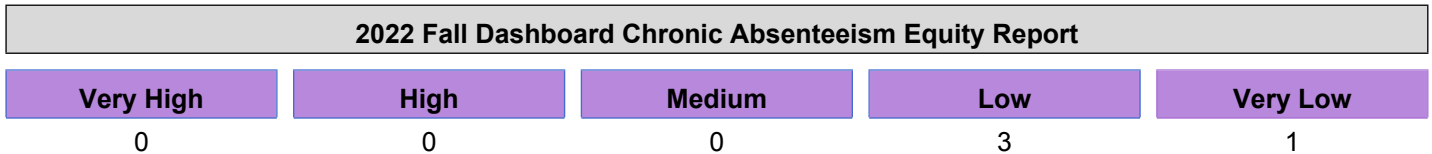
## Academic Engagement Chronic Absenteeism

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

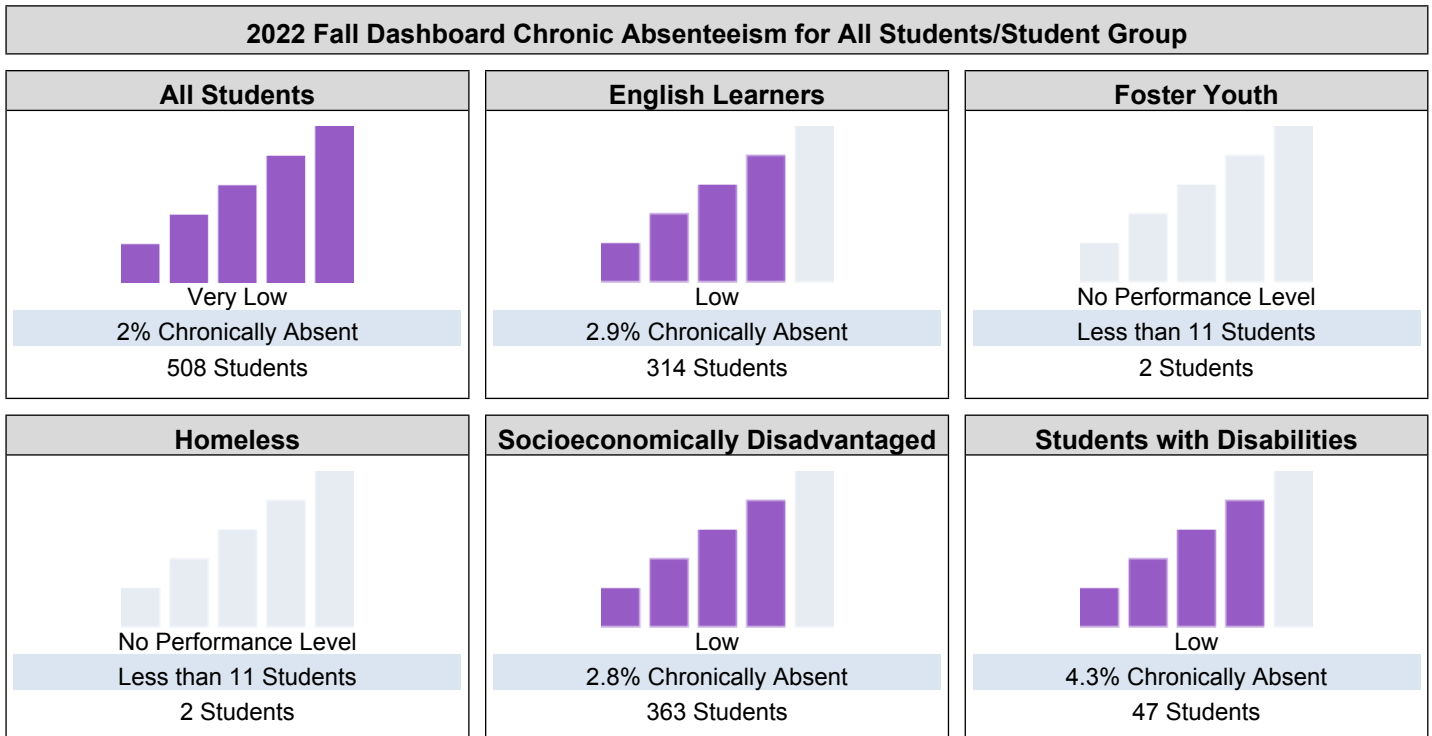
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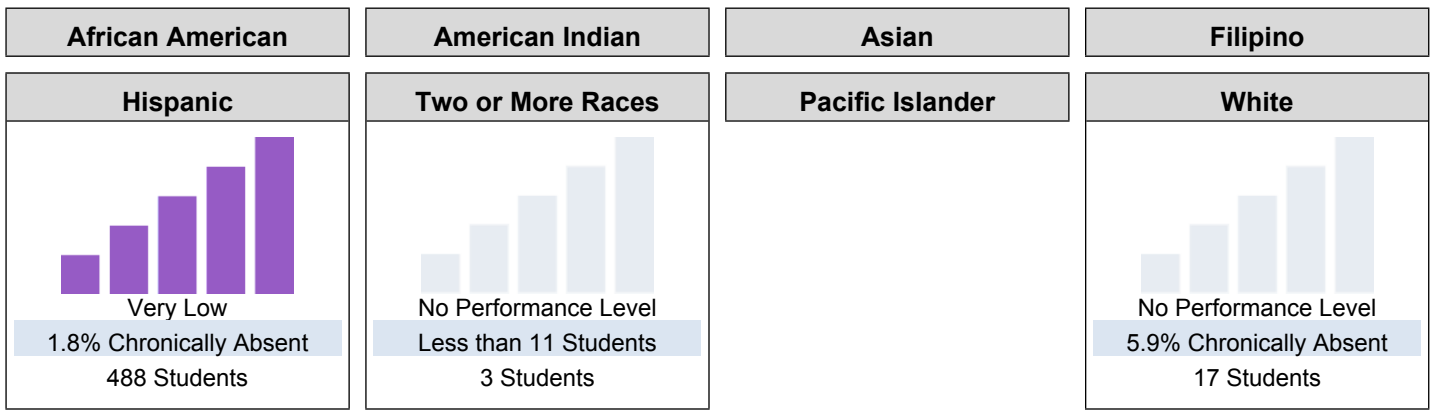
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

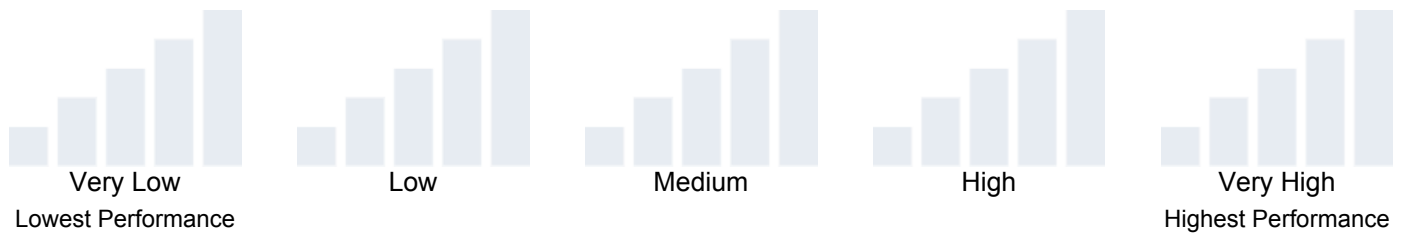
1. Of the school population, 7.3% of students are chronically absent. 7.9% of English Learners are chronically absent. There is a need to reach out to English Learner families to provide information and assistance about attendance.
2. This information will be shared at the DELAC (District English Learner Advisory Council) to ask members for input and strategies in improving regular attendance. The counselor and attendance welfare specialist will be invited to attend the meeting.
3. In the area of chronic absenteeism, Socioeconomically Disadvantaged students showed a "orange" indicator, according to the California School Dashboard.

Dogwood School will continue to work with the MTSS team, as well as the Attendance and Wellness Clerk to develop strategies and support systems to decrease the number of students chronically absent, to include student recognitions and incentives.

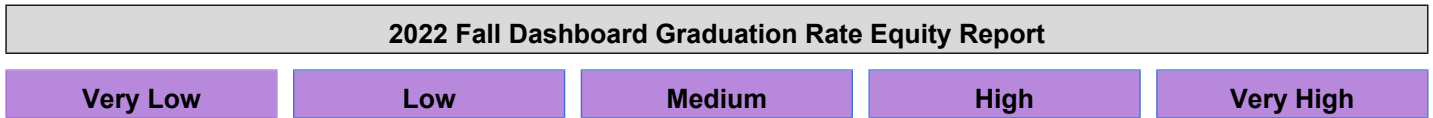
# School and Student Performance Data

## Academic Engagement Graduation Rate

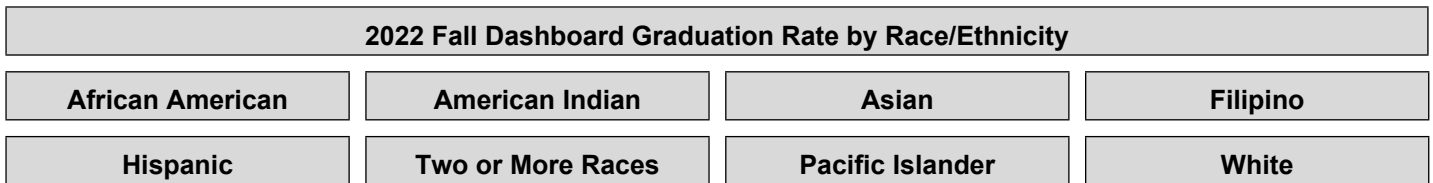
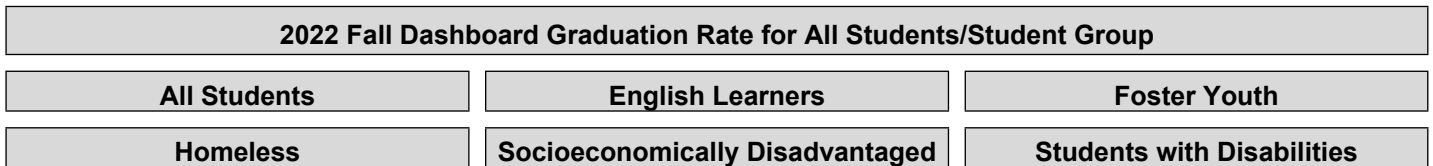
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

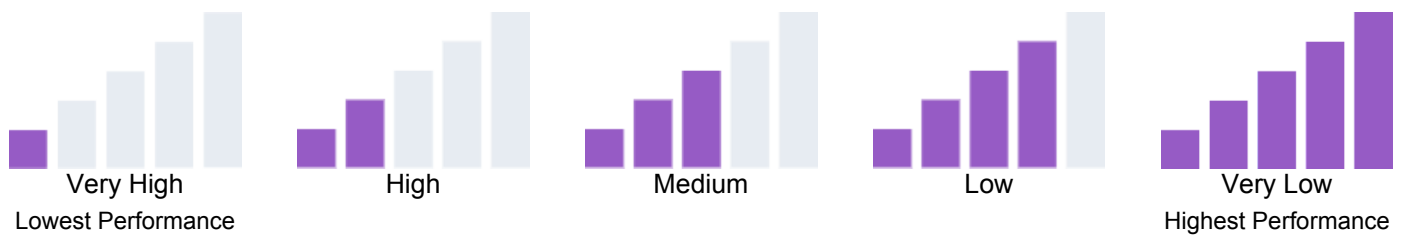
- 1.

# School and Student Performance Data

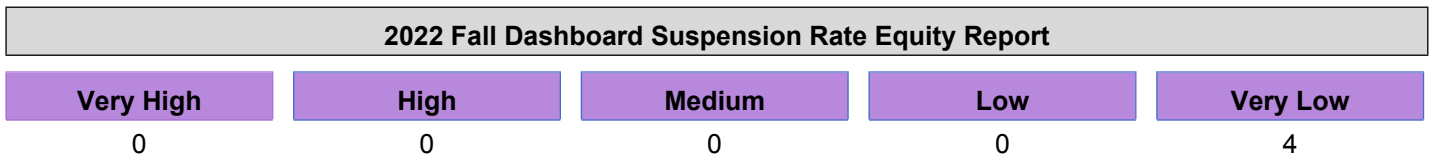
## Conditions & Climate Suspension Rate

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

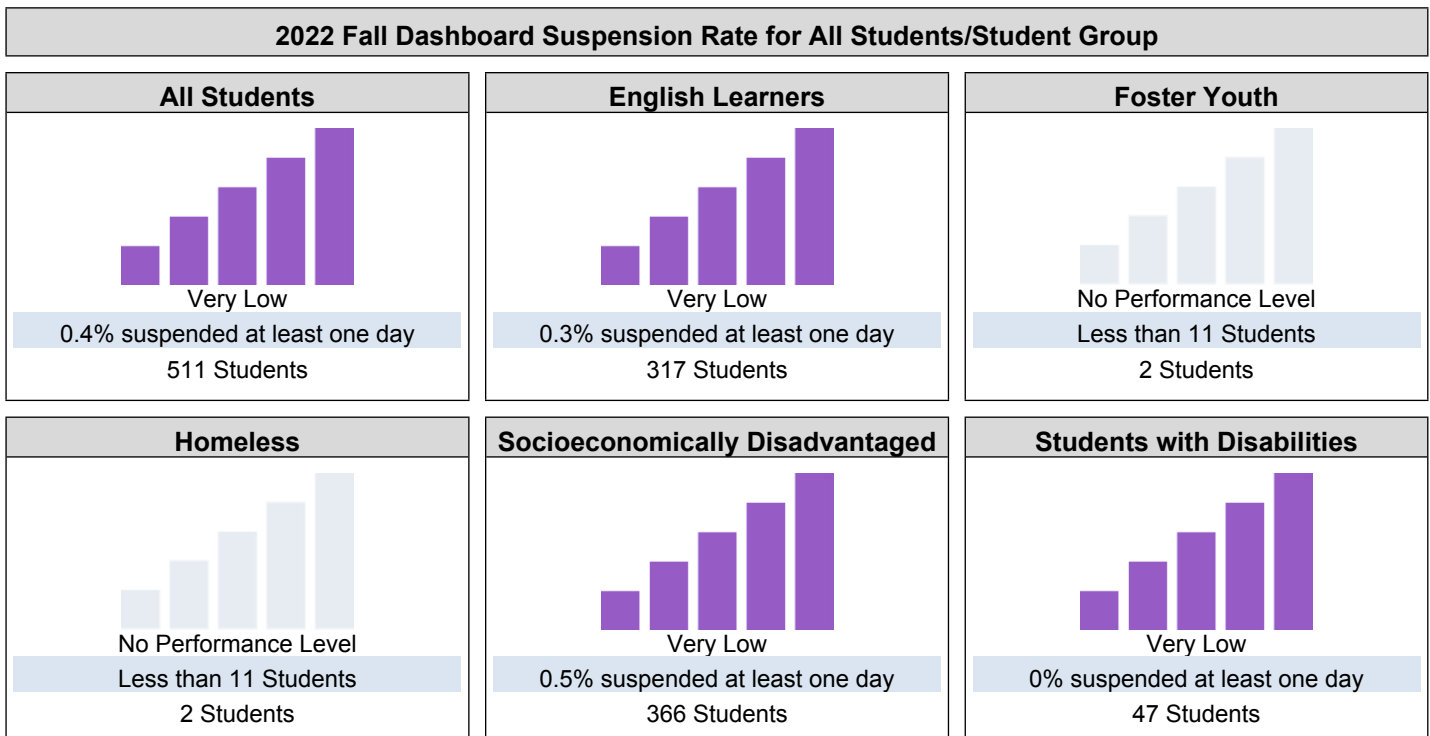
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



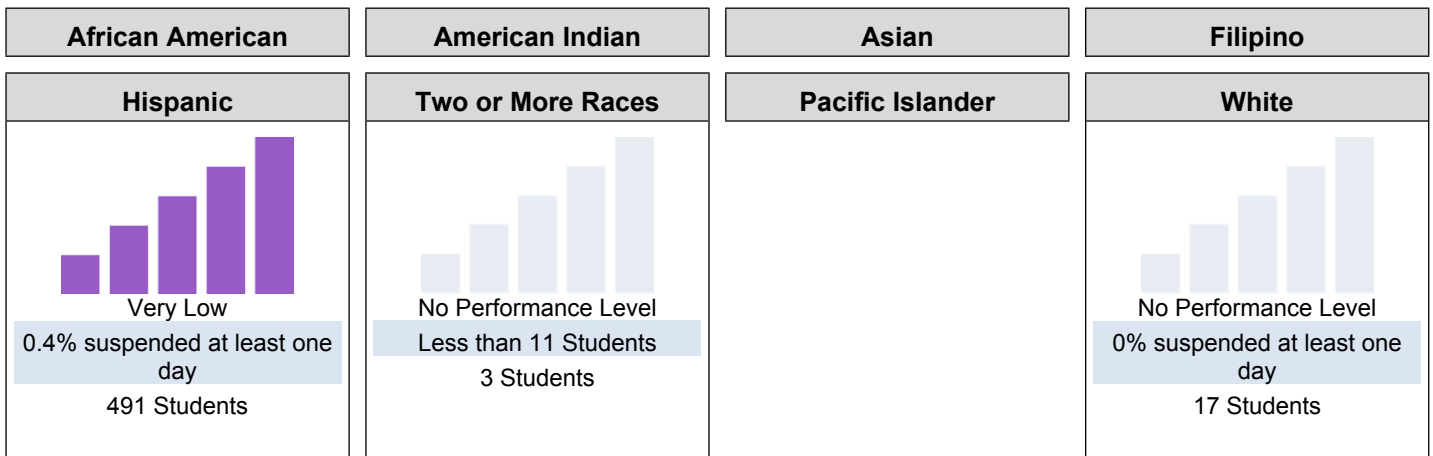
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

1. Based on the data for suspension rates, the need to continue social-emotional learning continues. Dogwood Elementary has implemented the Capturing Kids Hearts program, Second Step, and counseling class presentations. Ongoing professional development and implementation of social-emotional programs to support students is needed.
2. Suspension rates are 3.6% for students with disabilities, indicating a need to provide data gathering and observations for more information with this subgroup.

Dogwood School will continue to solidify its social, emotional, and behavior system to include building relationship among staff and students, and students and staff, following the Capturing Kids Hearts process, and Recognition Program, etc. We will work closely with the District MTSS Team to find other means of correction to educate students on positive school practices and choices.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

HESD will provide a high quality and comprehensive instructional program that produce college and career ready students.

## Goal 1

Dogwood will provide a high quality and comprehensive instructional program that produce college and career ready students.

- ELA: Increase student achievement in language arts by 5% as measured on iReady and SBAC for students that met/exceeded grade level standard

## Identified Need

There is a need to increase the percentage of students meeting and exceeding standards in English Language Arts (ELA) as indicated from the CAASPP results and Dogwood School dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dogwood school site council and the staff will participate in an annual reflection to monitor progress and determine steps for improvement. The reflection will include assessing the progress of all students, including subgroups where specific goals and unique learning needs of students are addressed.	2018 - 2019 CAASPP Baseline ELA score 56.6% students met/exceeded standard.  2018 - 2019 iReady Baseline score 54% students met/exceeded standard.	Increase student achievement in language arts by 5% as indicated on the CA School Dashboard and school-wide iReady diagnostic assessment results.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

1. INSTRUCTION - Teachers will implement the core and supplementary instructional programs and materials in reading and literacy on a daily basis to meet the needs of all students. Supplemental materials include Wonders and McGraw Hill resources, periodical magazines for CLOSE reading, technology software programs/licenses and/or equipment and bridge materials to prepare students for the upcoming grade level will be purchased to support students in developing

reading skills and strategies. Related expenditures: Materials and Supplies (copy machine, ink, printing supplies, whiteboards, markers, homework folders, paper, copy supplies, pencils, binders, periodicals for students, reading materials, etc.)

### **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

Title I (TK-3rd)

### **Strategy/Activity 2**

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

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

All Students

Strategy/Activity

2. STUDENT ENGAGEMENT - Teachers will utilize effective practices that promote student engagement such as: academic language routines, use of whiteboards, technology lesson enhancements, write pair-share, echo responses, comprehension strategies, etc. Related expenditures: Materials and supplies including technology upgrades to enhance the lesson format (equipment and programs)

### **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)

5500

Title I (TK-3rd)

### **Strategy/Activity 3**

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

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

All Students

Strategy/Activity

3. WRITING - Teachers will enhance the instruction of writing by utilizing the writing process, mentor texts, units of study, and other resources. Related expenditures: Mentor books, classroom library books, paper, notebooks, writing supplies, copy machine, ink, student workbooks, and planners

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)



2000

Title I (TK-3rd)

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

4. SUPPORT - Administration will conduct on-going classroom walk-throughs and observations to provide support and feedback on lesson effectiveness and student engagement. Administration will also provide opportunities for teachers to observe and learn from one another. Related expenditures: Training materials and supplies

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title II (TK - 3rd)

### Strategy/Activity 5

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

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

All Students

#### Strategy/Activity

5. TEACHER CREATED MATERIALS - Teachers will use their pacing calendar and backwards design to create lessons and design PowerPoint presentations aligned to the Common Core State Standards. Related expenditures: Extra hours, supplementary materials, supplies

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Title II (TK - 3rd)

### Strategy/Activity 6

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

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

All Students

#### Strategy/Activity

6. INTERVENTION PROGRAMS - Intervention programs will be offered to students who are not meeting standards. Programs may include use of technology, access to accelerated reader, access to extra library time, intervention tutors, before/after school and Saturday interventions, homework assistance, support teachers to provide instruction, and curriculum and instructional pacing guides.

Related expenditures: Technology, software programs & licenses Extra hours (salary, benefits); program materials and supplies

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

**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

7. LIBRARY - A librarian/assistant will work in the library before and after school to allow students to check out books and use other resources to enhance their content knowledge in all curricular areas. Technology software program license or equipment will be purchased to support students in developing reading skills. Books, resources, software program, and other materials will be purchased to widen the selection of library resources. Related expenses: Extra hours (salary, benefits); library supplies and books

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

**Strategy/Activity 8**

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

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

All Students

Strategy/Activity

8. TECHNOLOGY - Students will have access to technology digital resources including computers, on-line programs purchased for improving reading skills, and classroom equipment to enhance learning. Related expenses: software programs, computer hardware and program supplies

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	Title I (TK-3rd)

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

9. CHARACTER EDUCATION & INCENTIVES - The school will implement several incentive programs to encourage students to achieve high levels of academic achievement such as: VIP, Shining Star, Student of the month, Honorary society, SBAC, top reader, end of year awards, and other achievement celebrations all held in the MPR with parents and students. Character education such as Capturing Kids Hearts will be implemented to promote improved student behavior and prevent bullying. Related expenditures: Reward Supplies, Materials, Programs/Assemblies, Technology to support recognition and parent engagement activities

### 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)

5000

Source(s)

Title I (TK-3rd)

## Strategy/Activity 10

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

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

All Students

### Strategy/Activity

10. INSTRUCTIONAL SUPPORT (TOSA) - The school will comply with and monitor implementation of instructional time for the state adopted core programs for ELA in all grade levels. TOSA will provide strategies and resources to support student learning and improve reading skills. TOSA will assess students and provide instruction to prepare students for next grade level reading skills. Related Expenditures: Salaries & Benefits, Training, Supply costs

### 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)

75000

Source(s)

Title I (TK-3rd)

## Strategy/Activity 11

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

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

All Students

### Strategy/Activity

11. INSTRUCTIONAL ASSISTANTS - Instructional assistants will provide small group instruction to TK - 3rd grade students under the direction of a certificated teacher to provide additional support for student learning. Related Expenditures: Salaries & Benefits

**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)

30000

Title I (TK-3rd)

**Strategy/Activity 12**

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

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

All Students

Strategy/Activity

12. LEADERSHIP TRAINING - The district will provide the school principal with professional development opportunities in order to improve instructional practices and increase academic achievement. Related Expenditures: Registration fees and expenses, 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)

3000

Title II (TK - 3rd)

**Strategy/Activity 13**

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

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

All Students

Strategy/Activity

13. PROFESSIONAL DEVELOPMENT - The school will staff all classrooms with fully credentialed and highly qualified teachers. The school will provide teachers, support staff, and administrators with professional development opportunities. (CKH, OCR, Writing, etc) Related Expenditures: Substitute costs, Stipends, Extra Hours, Training related expenses

**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)

7000

Title II (TK - 3rd)

## Strategy/Activity 14

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

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

All Students

### Strategy/Activity

14. TACT (Teacher Academic Collaboration Time) MEETINGS - The school will continue to coordinate data analysis days with ongoing professional development, planning time, observation and lesson study, and coaching opportunities. These meetings will allow teachers to analyze data, plan instructional delivery, and share effective classroom practices through collaboration. Related Expenditures: Substitute costs, Materials, Supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6000

Source(s)

Title II (TK - 3rd)

## Strategy/Activity 15

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

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

All Students

### Strategy/Activity

15. STAFF DEVELOPMENT - The school will continue to provide a minimum day schedule to allow teachers to attend at least one staff development meeting a month. These meetings will allow teachers to analyze data, plan instructional delivery, share effective classroom practices and receive training in the use of effective research-based pedagogy. The school will also provide professional development to instructional assistants in a variety of topics related to Reading and Language Arts. Related expenditures: classified extra hours, professional reading books, training costs, consultant fees

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

Title II (TK - 3rd)

## Strategy/Activity 16

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

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

All Students

### Strategy/Activity

16. BACKWARDS DESIGN - Teachers will participate in developing a pacing calendar with key standards and assessments as part of a backwards design for each subject area. Related Expenditures: certificated salaries, substitutes teachers, materials, supplies, consultant fees

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500

Source(s)

Title II (TK - 3rd)

**Strategy/Activity 17**

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

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

All Students

Strategy/Activity

17. PARENT INVOLVEMENT - The school will provide parents with techniques and training on how to better assist their children in school. The school will coordinate parent involvement events such as literacy night, math night, and student performances. Materials and informational tools will be provided for parents on a variety of topics. Drinks, snacks, and meals (for special events) will be provided to parents who attend. The school will provide parent resources, tools, supplies, and information. The school will provide resources and materials for effective communication such as flyers, parent link phone subscription, website, newspaper postings, a school marquee, etc. Related Expenditures: Supplies, Materials, Duplication costs, Extra hours for pupil supervision, consultant fees, flash cards, marquee, extra hours (such as website creation, or displays for programs)

**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)

1200

Source(s)

Title I (TK-3rd)

**Strategy/Activity 18**

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

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

All Students

Strategy/Activity

18. ASSESSMENTS - The school will implement an assessment reporting system to inform teachers and principals of student placement, progress, and effectiveness of instruction. In addition, universal screening tools will be used to assess reading achievement at least twice per year. Teachers will assess student progress by administering formative and summative assessments (including Interim Assessment Blocks), and analyze the data from these assessments. The school will also use an online program to create balanced classes in order to

optimize learning environments for students. Related expenditures: Assessment materials, duplicating costs, materials and supplies

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

Title I (TK-3rd)

### **Strategy/Activity 19**

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

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

All Students

Strategy/Activity

19. ASSISTING PRESCHOOL CHILDREN - Dogwood will assist students entering from preschool to have a successful transition in the following ways: a teacher and secretary will attend the preschool parent meeting at the end of each school year to inform parents of TK and kindergarten programs; a meet your teacher night will be held the first day to orient students to the campus and their teacher; the school counselor will assist students needing adjustment and support the first few days of school. Related Expenditures: Materials and supplies, extra hours and salaries

### **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

Title I (TK-3rd)

### **Strategy/Activity 20**

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

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

All Students

Strategy/Activity

20. FISCAL SUPPORT - The school general and categorical funds will be used appropriately to support the ELA goals of the school as stated in the school plan. Related Expenditures: indirect costs district, homeless education, SACS Reports, project expenditures, centralized 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)

0

### Strategy/Activity 21

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

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

Strategy/Activity

#### 2.2 a – INSTRUCTIONAL ASSISTANTS

Instructional Assistants will provide small group instruction to K-3rd grade students who are not reaching proficiency levels in Language Arts and/or 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 22

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

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

Strategy/Activity

#### III. School Principals' Instructional Leadership Training:

The district will provide the school principal and assistant principal with professional development opportunities in order to improve instructional practices thus increasing academic achievement.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 23

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

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

Strategy/Activity

#### IV. Credentialed Teachers and Professional Development Opportunities

#### 4.1- QUALIFIED TEACHERS

The school will staff all classrooms with fully credentialed and highly qualified teachers.



### 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: 2022-23

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

### ANALYSIS

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

The instructional assistants provided needed support for small group instruction during ROAR time and workshop. Students achievement in reading increased as measured on the iReady diagnostic assessment and teacher made tests. Supplemental materials for copying flashcards, providing parent training, and utilizing technology programs increased student engagement across the ELA subjects of reading, writing, listening, and speaking. Grade level teams formalized the writing process and pacing guides. TACT meetings provided time for teachers to collaborate and restructure ROAR groups to provide targeted skill lessons for students who were struggling.

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

Due to the COVID-19 mandates/guidelines, some of the changes in expenditures included purchase of additional on-line learning program licenses to support core, some professional development trainings and ELA Backwards Design planning sessions had to be cancelled.

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.

T

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: HESD will provide a high quality and comprehensive instructional program that produce college and career ready students.

## Goal 2

Dogwood will provide a high quality and comprehensive instructional program that produce college and career ready students.

- MATH - Increase student achievement in mathematics by 5% as measured on iReady and SBAC for students that met/exceeded grade level standards

## Identified Need

There is a need to increase the percentage of students scoring meeting and exceeding standards in mathematics as measured on the CAASPP, school dashboard, and iReady diagnostic assessment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dogwood school site council and the staff will participate in an annual reflection to monitor progress and determine steps for improvement. The reflection will include assessing the progress of all students, including subgroups where specific goals and unique learning needs of students are addressed.	2018 - 2019 CAASPP Baseline math score 56.5% students met/exceeded standard.  2018 - 2019 iReady Baseline math score 52% students met/exceeded standard.	Increase student achievement in mathematics by 5% as indicated on the CA School Dashboard and school-wide iReady diagnostic assessment results.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

1. INSTRUCTION - Teachers will implement the core and supplementary instructional programs and materials in math on a daily basis to meet the needs of all students. The core materials include the EnVision math program from Pearson including manipulatives to support student learning. Supplemental materials include bridge materials, manipulatives, online math programs, and similar types of curriculum to reteach concepts and help students master the grade level priority standards.

Teachers will utilize a variety of instructional strategies to implement the California Common Core State Standards. Related expenditures: Materials and Supplies, copies, duplo, software licenses, technology, copier

### 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

Title I (TK-3rd)

### Strategy/Activity 2

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

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

All Students

Strategy/Activity

2. STUDENT ENGAGEMENT - Teachers will utilize effective practices that promote student engagement when teaching math such as: use of manipulatives, anchor charts, white boards, think pair-share, using the eight mathematical practices. Related expenditures: Materials and supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I (TK-3rd)

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

3. SUPPORT - Administration will conduct on-going classroom walk-thoughts and observations to provide support and feedback on lesson effectiveness and student engagement. Administration will also provide opportunities for teachers to observe and learn from one another. Related expenditures: Training materials and supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

4. TEACHER CREATED MATERIALS - Teachers will use their pacing calendar and backwards design to create lessons and design PowerPoint presentations aligned to the Common Core State Standards and Mathematical Practices.

Related expenditures: Extra hours, supplementary materials, supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title II (TK - 3rd)

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

5. INTERVENTION PROGRAMS - Intervention programs will be offered to students who are not meeting standards. Programs may include use of technology, access to manipulatives and other tools, intervention tutors, before/after and Saturday interventions, homework assistance, support teachers to provide instruction, and curriculum and instructional pacing guides. Related expenditures: Extra hours (salary, benefits); program materials and supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

6. TECHNOLOGY - Students will have access to technology digital resources including computers, on-line programs purchased for improving math skills, and classroom equipment to enhance learning. An instructional technology technician will be hired to provide ongoing support in the

computer lab and classrooms. Related expenses: salary and benefits of technician, software programs, computer hardware and program supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Title I (TK-3rd)

### 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

7. PARENT INVOLVEMENT & INCENTIVIES- The school will implement several incentive programs to encourage students to achieve higher levels of math proficiency. Such program include, but are not limited to, Student of the Month, Special Assemblies, End of Year Awards, Math incentives, and programs to encourage students in math and provide parent training. Related expenditures: Training costs, reward supplies, Materials, Costs for Programs and Assemblies

### 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

Title I (TK-3rd)

### Strategy/Activity 8

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

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

All Students

Strategy/Activity

8. INSTRUCTIONAL TIME - The school will comply with and monitor implementation of instructional time for the state adopted core programs in math for all grade levels. Related Expenditures: Training, Supply Costs

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

9. INSTRUCTIONAL ASSISTANTS - Instructional assistants will provide small group instruction to TK - 3rd grade students under the direction of a certificated teacher to provide additional support for student learning. Related Expenditures: Salaries & Benefits, Materials, Supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

## Strategy/Activity 10

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

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

All Students

### Strategy/Activity

10. LEADERSHIP TRAINING - The district will provide the school principal and assistant principal with professional development opportunities in order to improve instructional practices and increase academic achievement. Related Expenditures: Registration fees and expenses, 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)

2000

Source(s)

Title II (TK - 3rd)

## Strategy/Activity 11

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

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

All Students

### Strategy/Activity

11. PROFESSIONAL DEVELOPMENT - The school will staff all classrooms with fully credentialed and highly qualified teachers. The school will provide teachers, support staff, and administrators with professional development opportunities. Related Expenditures: Substitute costs, Stipends, extra hours, training related expenses

### 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)

4000

Source(s)

Title II (TK - 3rd)

### **Strategy/Activity 12**

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

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

All Students

Strategy/Activity

12. TACT (Teacher Academic Collaboration Time MEETINGS - The school will continue to coordinate data analysis days with ongoing professional development, planning time, observation and lesson study, and coaching opportunities. These meetings will allow teachers to analyze data, plan instructional delivery, and share effective classroom practices with each other through collaboration. Related Expenditures: Substitute costs, Materials, Supplies

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

Title II (TK - 3rd)

### **Strategy/Activity 13**

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

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

All Students

Strategy/Activity

13. STAFF DEVELOPMENT - The school will continue to provide a minimum day schedule to allow teachers to attend at least one staff development meeting a month. These meetings will allow teachers to analyze data, plan instructional delivery, share effective classroom practices and receive training in the use of effective research-based pedagogy. The school will also provide professional development to instructional assistants in a variety of topics related to Math. Related expenditures: classified extra hours, professional reading books, training costs, consultant fees

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5500

Source(s)

Title II (TK - 3rd)

### **Strategy/Activity 14**



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

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

All Students

**Strategy/Activity**

14. BACKWARDS DESIGN - Teachers will participate in developing a pacing calendar with key standards and assessments as part of a backwards design for each subject area. Related Expenditures: certificated salaries, substitute teachers, materials, supplies, consultant fees

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3000

Title II (TK - 3rd)

**Strategy/Activity 15****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

15. ASSESSMENTS - The school will implement an assessment reporting system to inform teachers and principals of student placement, progress, and effectiveness of instruction. In addition, universal screening tools will be used to assess reading achievement at least twice per year. Teachers will assess student progress by administering formative and summative assessments, and analyze the data from these assessments. The school will also use an online program to create balanced classes in order to optimize learning environments for students. Related expenditures: Assessment materials, duplicating costs, materials and supplies, online program for class creator.

**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

Title I (TK-3rd)

**Strategy/Activity 16****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

16. ASSISTING PRESCHOOL CHILDREN - Dogwood will assist students entering from preschool to have a successful transition in the following ways: a teacher and secretary will attend the preschool parent meeting at the end of the school year to inform parents of the TK and



kindergarten programs; A meet the teacher night will be held to orient students to the campus and their classroom teacher, the school counselor will assist students needing adjustment and support the first few days of school. Related Expenditures: materials, supplies, extra hours (salaries and benefits)

**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)

250

Title I (TK-3rd)

**Strategy/Activity 17**

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

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

All Students

Strategy/Activity

17. FISCAL SUPPORT - The school general and categorical funds will be used appropriately to support the ELA goals of the school as stated in the school plan.

Related Expenditures: indirect costs district, homeless education, SACS Reports, project expenditures, centralized 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)

0

**Strategy/Activity 18**

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

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

Strategy/Activity

VI. Monthly Collaboration by Grade Level or Program Level for Teachers facilitated by the Principal

**7.1 TEAM COLLABORATION**

The school will facilitate and support grade level collaboration in order to plan and discuss lesson delivery. These meetings will allow teachers to analyze data, plan instructional delivery, and share effective classroom practices.

**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 19**

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

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

Strategy/Activity

#### VIII. Lesson Pacing Schedule

Teachers will develop and implement the Mathematics Backwards Design, including a calendar of lessons by standards, assessment dates, review dates, backwards design, key standards, and sentence frames.

### **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 20**

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

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

Strategy/Activity

#### IX. Fiscal Support

The school general and categorical funds will be used appropriately to support the Mathematics goals stated in the school plan

### **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: 2022-23**

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.

Supplemental materials were purchased for each grade level team to use in developing math lessons using the eight mathematical practices. Title II funds covered substitute costs allowing teachers to participate in math staff development provided by the district. Teachers reported better understanding and performance on math assignments. iReady assessment data is not available due to the school closure from the COVID-19 virus.

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 were no major differences between the intended implementation and the budget expenditures.

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

More funding has been allocated to providing supplemental materials for math instruction, professional development, and teacher created materials.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

HESD will provide a high quality and comprehensive instructional program to produce college and career ready students.

## Goal 3

Increase the percentage of students improving one or more proficiency levels on State English language assessments (ELPAC) by 2% and increase the percentage of reclassified students by 1%.

## Identified Need

The CA School Dashboard for English Language Arts indicates a need for improved performance among language learners in all grade levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student performance will be measured on iReady and classroom assessments.	School-wide overall baseline for the ELPAC 2018-19 Level 1 - 11.5% Level 2 - 31.2% Level 3 - 37.7% Level 4 - 19.7%	The school goal is to increase the percentage of students moving up one or more proficiency levels. Level 1 - Decrease by 3% Level 2 - Maintain or decrease Level 3 - Maintain or decrease Level 4 - Increase by 3%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

1. INSTRUCTIONAL PROGRAM - Teachers will implement the core and designated ELD instructional programs and strategies on a daily basis to meet the needs of English Learners by using resources from the Wonders curriculum, and support materials such as correlated periodicals or bundles to help students master reading and writing in the ELD/ELA Framework. Related Expenditures: Curriculum, Materials, Supplies, Indirect costs

### 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)

9000

Source(s)

Title III (TK - 3rd)

## Strategy/Activity 2

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

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

EL Students

Strategy/Activity

2. NEWCOMER AND ELD CLASSES - We will implement an intervention program for ELD students and Newcomers needing language support. Related Expenditures: salaries and benefits (certificated and classified)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III (TK - 3rd)

## Strategy/Activity 3

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

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

EL Students

Strategy/Activity

3. LESSON DEVELOPMENT - Teachers will be given time to develop lesson plans and PowerPoint lessons that are aligned to the ELD standards and assessments. Related expenditures: salary and benefits, materials and supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Title III (TK - 3rd)

## Strategy/Activity 4

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

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

EL Students

Strategy/Activity

4. INSTRUCTION & TECHNOLOGY - An instructional program will be adopted to meet the needs of English learners including computer, software equipment, programs, materials and trainings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2700

Title III (TK - 3rd)

**Strategy/Activity 5**

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

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

EL Students

Strategy/Activity

5. INCENTIVES - The school will host a reclassification celebration for all re-designated LEP students. Staff will prepare for the meeting by determining eligible students and organizing the event. Related Expenditures: salaries and benefits, duplicating costs, meals, snacks, drinks, certificates and incentives for students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1250

Title III (TK - 3rd)

**Strategy/Activity 6**

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

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

EL Students

Strategy/Activity

6. EFFECTIVE PRACTICES - Administration will conduct on-going classroom walkthroughs and peer coaching to provide support and feedback on implementation of EL strategies for lesson effectiveness, student engagement, etc. Related Expenditures: Substitute Pay, Materials and supplies

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Title III (TK - 3rd)

## Strategy/Activity 7

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

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

EL Students

### Strategy/Activity

7. INTERVENTION PROGRAMS - Before and or after school language development programs will be offered to students needing language support. Instructional assistants will work with teachers in providing targeted instruction to students in small groups. Related Expenditures: Salaries and benefits (classified and certificated), materials and supplies

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III (TK - 3rd)

## Strategy/Activity 8

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

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

EL Students

### Strategy/Activity

8. PARENT INVOLVEMENT - The school will provide parents with strategies on how to assist their children with reading and language arts skills. The school will conduct parent events to promote language development and literacy including strategies for English learners. The school will provide resource materials such as reading books, technology resources, and other items to help parents work with their children at home. Related expenditures: Materials and supplies, technology resources, salaries and benefits for extra hours

### 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)

1500

Source(s)

Title III (TK - 3rd)

## Strategy/Activity 9

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

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

EL Students

### Strategy/Activity

9. INSTRUCTIONAL TIME - All teachers will teach to the ELD/ELA framework standards and provide ELD instruction as appropriate for student groups. Related Expenditures - Materials and supplies

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

Title III (TK - 3rd)

**Strategy/Activity 10**

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

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

EL Students

Strategy/Activity

10. PROFESSIONAL DEVELOPMENT - The administration and teachers will participate in English Learners' Professional Development by attending workshops, training opportunities, and participating in programs. Related Expenditures - Materials, Supplies, Consultants, Registration and other related costs, travel and expenses

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

Title III (TK - 3rd)

**Strategy/Activity 11**

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

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

EL Students

Strategy/Activity

11. ELL COMPONENTS AND ASSESSMENTS - Teachers will continue to refine lessons to include ELD components. ELPAC testing will be administered to all English Learners. A district software program to track student achievement will be purchased to analyze student groupings and instructional needs. Related Expenditures - Materials and supplies, software program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

**Strategy/Activity 12**

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



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

EL Students

Strategy/Activity

12 - BACKWARDS DESIGN - Teachers will participate in developing ELD/ELA lessons to be included in the instructional pacing guide. Related Expenditures: consultant training fees, extra duty salaries, supplies and materials

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Title III (TK - 3rd)

**Strategy/Activity 13**

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

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

EL Students

Strategy/Activity

13 - TACT (Teacher Academic Collaboration Time) MEETINGS - The school will provide teachers an opportunity to analyze and review assessment results from EL students and develop lessons and curriculum to meet their instructional needs. Related Expenditures: substitute costs, supplies, 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)

0

**Strategy/Activity 14**

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

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

EL Students

Strategy/Activity

14. FISCAL SUPPORT - The school general and categorical funds will be used appropriately to support the English Learner goals stated in the school plan. Related Expenditures: Copy lease, Materials, supplies indirect costs, salaries and benefits

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Resources for designated language development classes were made available to teachers and students. English learners had subscriptions to the Imagine Learning English program and participated regularly online with teachers monitoring progress.

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

Not all funds were spent due to the school closure and time needed to organize professional development opportunities for teachers.

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

### Goal 5

By August of 2018, 5% of our total student enrollment will increase their Math SBAC scores to Standards Met and Standards Exceeded.

### 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 6

## 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.

Amount(s)	Source(s)
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# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$222,100.00

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Title I (TK-3rd)	\$155,950.00
Title II (TK - 3rd)	\$49,200.00
Title III (TK - 3rd)	\$16,950.00

Subtotal of state or local funds included for this school: \$222,100.00

Total of federal, state, and/or local funds for this school: \$222,100.00

# School Site Council Membership

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

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

Name of Members	Role
Cynthia Aguirre	Parent or Community Member
Katie Luna	Parent or Community Member
Genie Wyatt	Parent or Community Member
Jennifer Avila	Parent or Community Member
Liliana Ramirez-Siordia	Parent or Community Member
Darlene Herrera	Principal
Blanca Martija	Classroom Teacher
Christina Cervantes	Classroom Teacher
Elena Jimenez	Classroom Teacher
Sonia Cervantes	Other School Staff
Claudia Gonzalez-Fuentes, Parent Alternate	Parent or Community Member
Annette Heras, Parent Alternate	Parent or Community Member
Paula Llanas, Parent Alternate	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**



Other: Director of Federal and State Funds

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 May 4, 2022.

Attested:



Principal, Darlene Herrera on May 4, 2022



SSC Chairperson, Elena Jimenez on May 5, 2022



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019