

# 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
Jenny Lind Elementary	05-61564-6108518	April 25, 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

Additional Targeted Support and Improvement

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

The school site and district take input from all stakeholders, needs assessments, CAASPP Scores, California School Dashboard. From this information, needs are summarized, goals created, and plans developed. School plans are written to be in alignment with the LCAP and Federal Addendum.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The California Healthy Kids Survey was administered in December 2021.

Among students who responded to the survey,

- 67% reported having caring adults at school
- 90% reported that adults at school had high expectations for them
- 35% reported meaningful participation at school
- 73 reported school connectedness
- 84% reported academic motivation.

A Parent survey was administered in December 2021. The purpose of the survey was to gather parent input in the following areas: School Climate, Safety Concerns (including bullying), Educational Program, Special Education Services, and Extra and Co-curricular Program. Sixty four parents completed the survey. Among those who completed the survey, 71.2% felt that bullying is a problem at Jenny Lind Elementary. The majority of respondents felt it was happening mainly at recess and lunch, and that physical, social, and verbal incidents accounted for the vast majority of bullying incidents. Parents also cited a lack of adult supervision as a safety concern, as well as the traffic situation in the drop off and pick up zone.

## Classroom Observations

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

Lessons are developed and implemented in all classrooms based on the Common Core State Standards. Students are engaged in instructional best practices including but not limited to direct explicit instruction, guided reading instruction, inquiry based learning, cooperative learning groups, etc. We have continued the transition to the California Common Core Standards through professional development opportunities and grade level collaboration. One Jenny Lind teacher serves on the Instructional Leadership Team (ILT). Our ILT representative attends district workshops and delivers the information to all other staff.

Administration conducts formal and informal classroom observations. Formal observations are aligned to the district's tiered evaluation plans. The goal of the administrator is to observe each classroom within a two week period. Positive feedback and suggestions (when needed) are provided for a majority of the observations via memos, e-mails, and in-person conversations.

Teachers use the following assessments and practices to guide instruction and to report out on individual student progress: Performance Tasks in reading, writing and mathematics, teacher created formative and summative assessments, curriculum unit/topic tests, Scholastic Reading Inventory, McGraw-Hill Wonders Assessments, Basic Phonics Skills Test (BPST), RESULTS, and Envision Math Assessments..

## 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)

Jenny Lind Elementary and Calaveras Unified School District uses both state and local assessments in English Language Arts and Mathematics to help modify and improve student achievement including but not limited to CAASPP Summative and Performance Task Tests, Reading Results, Scholastic Reading Inventory, Qualitative Math Inventory, trimester writing assessments, math performance tasks, and teacher created formative assessments.

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

Professional development time with each grade level may be used to monitor student progress with curriculum embedded assessments to help modify instruction. The Jenny Lind Elementary CARE Team consisting of the Principal, Special Education staff, School Psychologist, Counselor and General Education teachers, meets as needed to analyze student academic progress in order to provide learning opportunities based on individual student needs. All general education teachers input and review data at the beginning of the school year, at the 1st, 2nd, and 3rd trimester reporting periods.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

During the 2022-2023 school year 19 of the 21 teachers were fully credentialed. Two teachers was completing credentialing requirements through an intern program.

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

All teachers are credentialed or in qualified intern programs.

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

There were 3 Core Development days during the 2022-23 school year that focused on improving the schoolwide climate and culture, and included the implementation of Tier 2 of Positive Behavior Intervention and Support (PBIS). Professional development also focused on the Rigor, Relevance, Engagement rubrics and framework provided by the International Center of Leadership in Education (ICLE). JLE teachers continued learning about and implementing Universal Design for Learning (UDL) strategies.

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

CUSD contracts with staff developers to provide professional development in the areas of reading, writing, and instructional strategies. The technology department provides ongoing support for teachers to assist in the implementation of technology resources in the classroom. All qualifying teachers are involved with the new teacher induction program.

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

All teachers have the opportunity to meet as a grade level to address instructional planning, intervention needs, student work, and data analysis. Teachers meet by grade spans during CORE days.

## Teaching and Learning

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

All core curriculum materials are implemented and supplemented with other instructional materials to address the Common Core State Standards. The standards-based report card reports out on student achievement towards content performance standards at the end of each trimester period.

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

All students receive recommended instructional minutes for both English Language Arts and Mathematics including differentiated instruction and intervention within the general education classrooms as well as pull-out support under a school-based Learning Center program.

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

Intervention programs are provided through differentiated instruction in the general education programs. Pull out intervention services are provided to general education students via credentialed Intervention Teachers with paraprofessional support. General Education and Special Education students also receive support in the Learning Center to meet their instructional needs.

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

All students have access to the adopted core curriculum materials .

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

All students have full access to SBE adopted curriculum materials as well as intervention materials for English Language Arts and Mathematics.

## Opportunity and Equal Educational Access

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

All teachers provide differentiated instruction during the regular instructional day to ensure under-performing students are able to meet standards. Teachers implement accommodations to support students' needs.

Evidence-based educational practices to raise student achievement

Jenny Lind Elementary is dedicated to raising student achievement through research-based educational programs, including but not limited to, best instructional practices in Mathematics and English Language Arts, continuous work with reading comprehension strategies, and participating in conferences/professional development. Research-based programs and activities will include a professional development collaboration project with the Diagnostic Center Central CA, incorporation of Universal Design for Learning (UDL) strategies, use of ICLE's Rigor, Relevance, Engagement framework and rubrics, and the implementation of McGraw-Hill Wonders ELA program.

## Parental Engagement

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

Intervention programs funded with categorical resources include, but are not limited to SIPPS, Reading Results, QRI, SRA Corrective Reading, Houghton Mifflin core intervention materials, and EnVision core math materials. Paraprofessionals work under the guidance of Special Education and General Education teachers.

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)

All stakeholder groups work to develop, implement, and evaluate all Consolidated Application programs including the School Site Council, parent groups, credentialed, and classified staff.

### Funding

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

Jenny Lind Elementary provides intervention programs during the school day in the areas of reading and mathematics. These programs include SIPPS lessons and reading practice, and math technology resources such as Moby Max and Khan Academy. Teachers work to differentiate instruction through small group reading and math instruction.

Fiscal support (EPC)

Jenny Lind Elementary receives funding from the following categorical programs: Title 1

## **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**

School Site Council met on the following dates during the 2022-23 school year. November 29, February 27, and April 25. At the February meeting, SSC reviewed the goals included in the SPSA. Each goal was discussed in detail with a focus on current efforts to meet the goal, and brainstorming of ideas to pursue in the current school year. At the April meeting, the SSC reviewed Dashboard Data and discussed strategies to improve math scores. At the April meeting, SSC made spending decisions based on the goals in the SPSA. At the May SSC meeting, the updated SPSA was reviewed and approved for the 2022-23 school year. Teacher data from staff meetings were included in the discussions about the SPSA Annual Review.

## **Resource Inequities**

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

After reviewing the needs assessment, the results showed a high need for collaboration between grade levels, a monthly collaborations meeting time for TK-5th grade teacher collaboration was set..

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	59	72	100
Grade 1	70	67	70
Grade 2	69	67	70
Grade3	59	64	65
Grade 4	71	66	69
Grade 5	055	77	68
Total Enrollment	383	413	442

### Conclusions based on this data:

1. The number of students in Kindergarten increased significantly from the previous year.
2. The percentage of white students has dropped slightly each of the past three years.
3. The percentage of Hispanic/Latino students has increased slightly each of the past three years.

# 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	11	20	25	2.90%	4.8%	5.7%
Fluent English Proficient (FEP)	7	14	14	1.80%	3.4%	3.2%
Reclassified Fluent English Proficient (RFEP)	2			18.2%		

### Conclusions based on this data:

1. During the 2020-21 school year 4 EL's were reclassified

# 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	55	66		45	61		44	61		81.8	92.4	
Grade 4	72	65		61	63		61	63		84.7	96.9	
Grade 5	53	79		45	77		44	77		84.9	97.5	
All Grades	180	210		151	201		149	201		83.9	95.7	

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	2370.	2358.		4.55	6.56		18.18	18.03		29.55	21.31		47.73	54.10	
Grade 4	2404.	2414.		4.92	7.94		21.31	14.29		16.39	28.57		57.38	49.21	
Grade 5	2437.	2445.		4.55	7.79		13.64	18.18		40.91	22.08		40.91	51.95	
All Grades	N/A	N/A	N/A	4.70	7.46		18.12	16.92		27.52	23.88		49.66	51.74	

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	6.82	3.28		52.27	65.57		40.91	31.15	
Grade 4	3.28	7.94		67.21	68.25		29.51	23.81	
Grade 5	6.82	7.79		68.18	62.34		25.00	29.87	
All Grades	5.37	6.47		63.09	65.17		31.54	28.36	

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	2.27	6.67		52.27	45.00		45.45	48.33	
Grade 4	1.64	9.52		52.46	44.44		45.90	46.03	
Grade 5	9.52	6.49		45.24	49.35		45.24	44.16	
All Grades	4.08	7.50		50.34	46.50		45.58	46.00	



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	4.55	4.92		81.82	67.21		13.64	27.87	
Grade 4	3.28	7.94		75.41	74.60		21.31	17.46	
Grade 5	4.76	2.60		69.05	76.62		26.19	20.78	
All Grades	4.08	4.98		75.51	73.13		20.41	21.89	

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	4.55	4.92		61.36	54.10		34.09	40.98	
Grade 4	9.84	6.35		62.30	71.43		27.87	22.22	
Grade 5	4.55	7.79		63.64	64.94		31.82	27.27	
All Grades	6.71	6.47		62.42	63.68		30.87	29.85	

**Conclusions based on this data:**

1. Overall achievement in ELA increased slightly from the previous year.
2. The percentage of 4th grade students above standard improved each of the past 3 years in the areas of Reading - Demonstrating understanding of literary and non-fictional texts, and Listening - Demonstrating effective communication skills
3. The percentage of 6th grade students above standard improved each of the past 3 years in the area of Research/Inquiry - Investigating, analyzing, and presenting information.

# 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	55	66	*	43	61		43	61		78.2	92.4	
Grade 4	72	65		64	64		064	64		88.9	98.5	
Grade 5	53	79		47	78		47	78		88.7	98.7	
Grade 6	0											
All Grades	180	210		154	203		154	203		85.6	96.7	

\* 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	2369.	2363.		2.33	4.92		11.63	14.75		25.58	22.95		60.47	57.38	
Grade 4	2399.	2406.		0.00	3.13		7.81	4.69		43.75	42.19		48.44	50.00	
Grade 5	2391.	2432.		0.00	1.28		4.26	6.41		17.02	28.21		78.72	64.10	
All Grades	N/A	N/A	N/A	0.65	2.96		7.79	8.37		30.52	31.03		61.04	57.64	

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	2.33	9.84		39.53	29.51		58.14	60.66	
Grade 4	0.00	1.56		35.94	45.31		64.06	53.13	
Grade 5	0.00	2.56		17.02	32.05		82.98	65.38	
All Grades	0.65	4.43		31.17	35.47		68.18	60.10	

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	4.65	8.20		39.53	37.70		55.81	54.10	
Grade 4	0.00	4.69		54.69	37.50		45.31	57.81	
Grade 5	0.00	1.28		40.43	55.13		59.57	43.59	
All Grades	1.30	4.43		46.10	44.33		52.60	51.23	

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	2.33	6.56		74.42	49.18		23.26	44.26	
Grade 4	3.13	4.69		59.38	65.63		37.50	29.69	
Grade 5	0.00	2.56		48.94	47.44		51.06	50.00	
All Grades	1.95	4.43		60.39	53.69		37.66	41.87	

**Conclusions based on this data:**

1. Overall achievement in math dropped by nearly 4.5% points from the previous year.
2. The percentage of 4th graders who scored above standard increased over the previous year in the following area:  
Concepts & Procedures - Applying mathematical concepts and procedures
3. The percentage of 4th graders who scored above standard increased over the previous year in the following area:  
Problem Solving & Modeling/Data Analysis - Using appropriate tools and strategies to solve real world and mathematical problems

# 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
K	*	*		*	*	*	*	*		4	4	
1	*	*		*	*		*	*		*	5	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	4	
All Grades										12	20	

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
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	25.00		41.67	35.00		33.33	25.00		8.33	15.00		12	20	

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
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	50.00		50.00	30.00		16.67	15.00		0.00	5.00		12	20	

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
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	8.33	5.00		33.33	25.00		41.67	35.00		16.67	35.00		12	20	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
All Grades	25.00	50.00		58.33	30.00		16.67	20.00		12	20	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
All Grades	50.00	80.00		50.00	15.00		0.00	5.00		12	20	

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
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
All Grades	0.00	10.00		83.33	55.00		16.67	35.00		12	20	

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>	*	*		*	*		*	*		*	*	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	25.00	15.00		41.67	55.00		33.33	30.00		12	20	

**Conclusions based on this data:**

1. There are not enough EL's to warrant a data conclusion

# 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
413	37.8	04.8	1.5
Total Number of Students enrolled in Jenny Lind Elementary.	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	20	04.8
Foster Youth	6	1.5
Homeless		
Socioeconomically Disadvantaged	156	37.8
Students with Disabilities	69	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0
American Indian		
Asian		
Filipino	1	0.2
Hispanic	115	27.8
Two or More Races	13	3.1
Pacific Islander		
White	269	65.1

**Conclusions based on this data:**

1. Jenny Lind's largest sub-group is Socioeconomically Disadvantaged students at 52.2%.
2. Hispanic students make up 22.7 percent of the school's enrollment
3. The identified rate for Students with Disabilities (16.9%) is higher than the state average (11.7%)

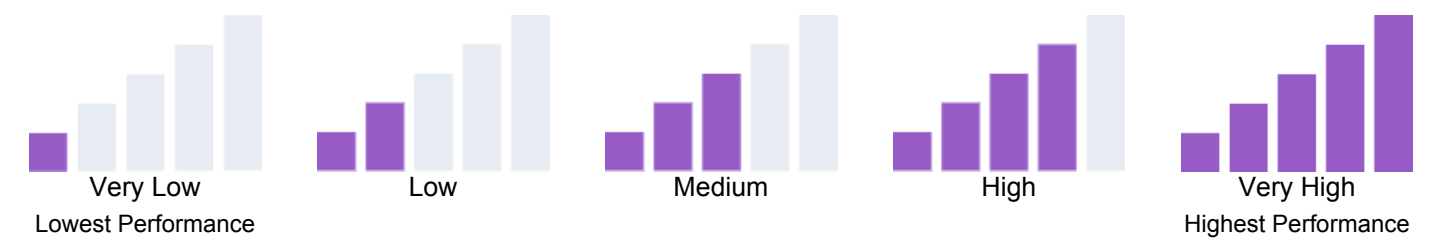


# School and Student Performance Data

## 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

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

#### Conclusions based on this data:

- Chronic Absenteeism moved down on the Dashboard.
- The suspension rate moved down on the Dashboard by one level from the previous year.
- ELA performance has improved and Mathematics has remained about the same from the previous year.

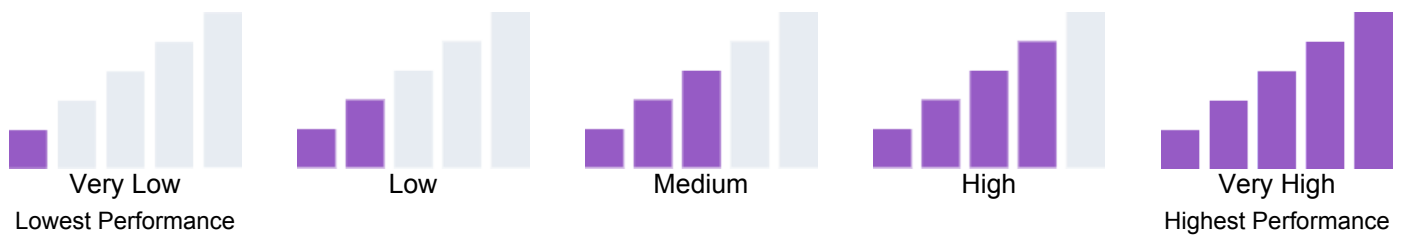


# School and Student Performance Data

## Academic Performance English Language Arts

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

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



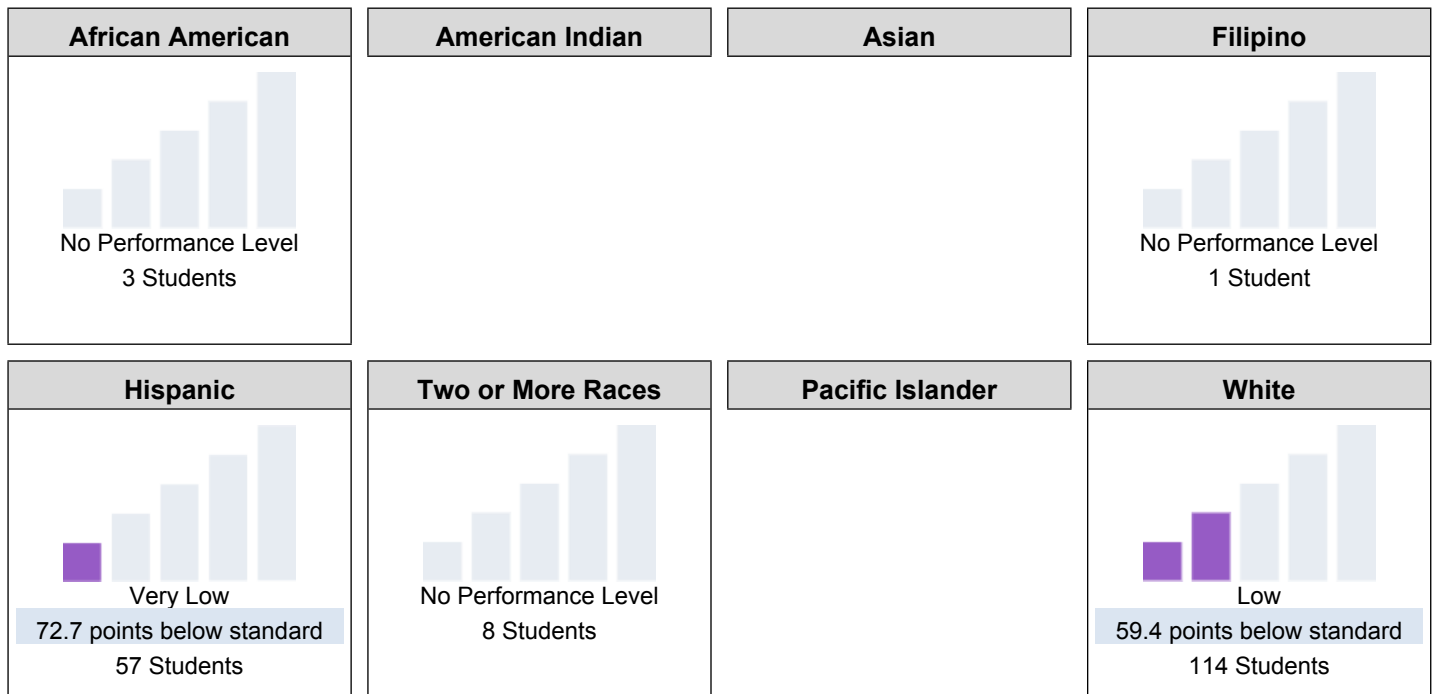
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	0	0

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 for All Students/Student Group		
<b>All Students</b> <p>Low</p> <p>64.4 points below standard</p> <p>187 Students</p>	<b>English Learners</b> <p>No Performance Level</p> <p>45.1 points below standard</p> <p>12 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>3 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>4 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Low</p> <p>67.7 points below standard</p> <p>78 Students</p>	<b>Students with Disabilities</b> <p>Very Low</p> <p>112.4 points below standard</p> <p>35 Students</p>

### 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
5 Students	7 Students	66.0 points below standard 173 Students

#### Conclusions based on this data:

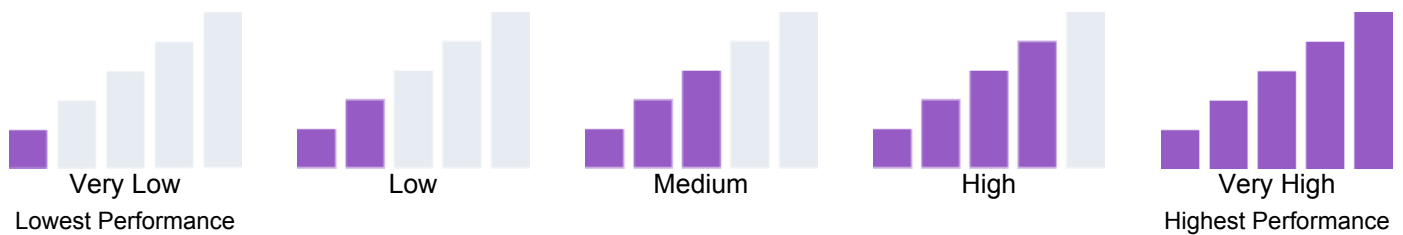
- All student groups increased achievement levels in ELA from the previous year.
- ELA achievement increased for White Students and Students with Disabilities
- ELA achievement for Socioeconomically Disadvantaged students and Hispanic students is the area of greatest need.

# 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).



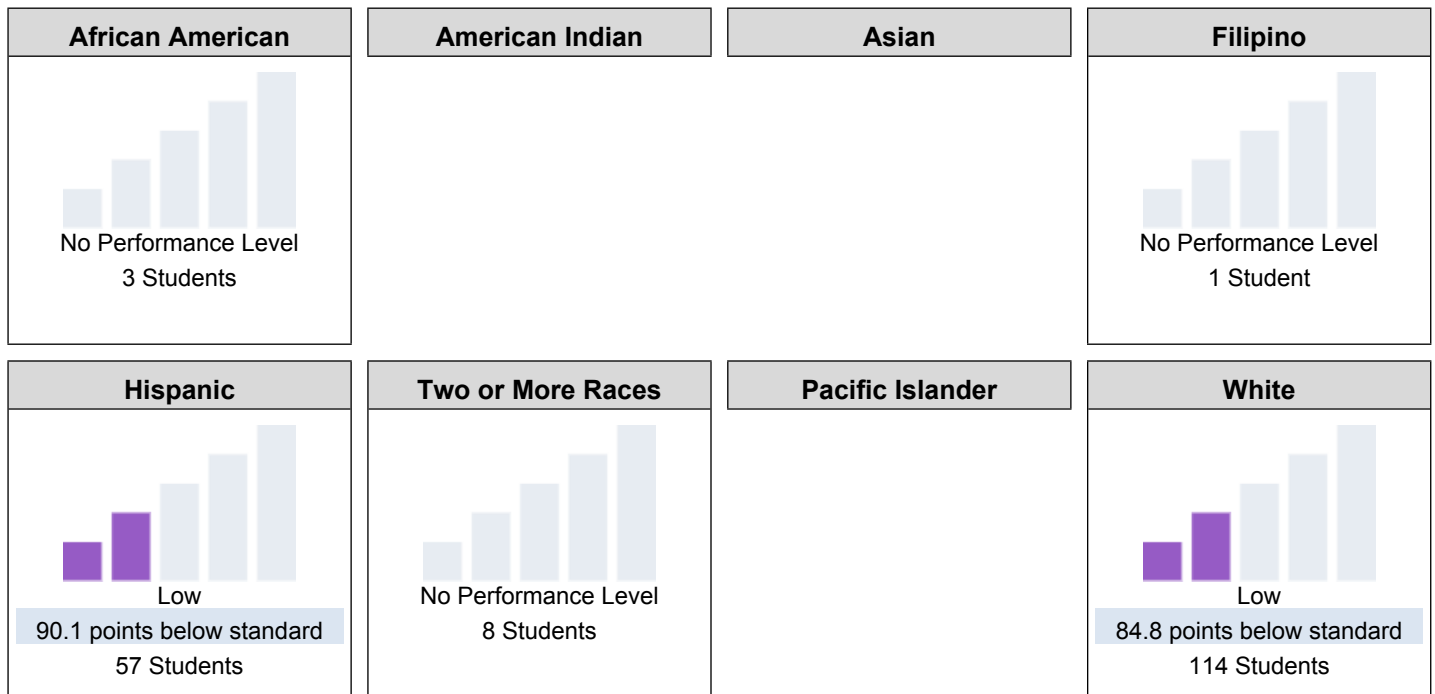
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	0	0

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 for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>85.4 points below standard</p> <p>187 Students</p>	<p>No Performance Level</p> <p>98.6 points below standard</p> <p>12 Students</p>	<p>No Performance Level</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>3 Students</p>	<p>Very Low</p> <p>96.3 points below standard</p> <p>78 Students</p>	<p>Very Low</p> <p>134.1 points below standard</p> <p>35 Students</p>

### 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
5 Students	7 Students	84.4 points below standard 173 Students

#### Conclusions based on this data:

- Math achievement stayed the same for all students
- Math achievement for Socioeconomically Disadvantaged students declined, and math achievement for White students declined significantly.
- Math achievement among Students with Disabilities and Hispanic students maintained.

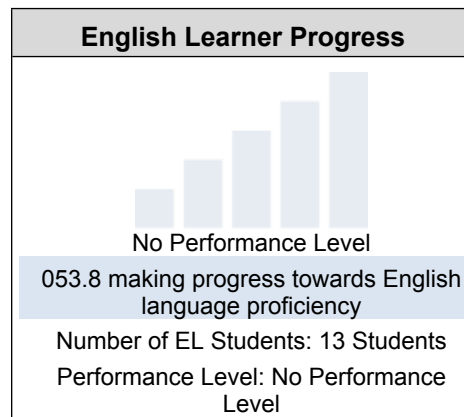
# School and Student Performance Data

## 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
23.1%	23.1%	0.0%	53.8%

#### Conclusions based on this data:

1. Just under two-thirds of all EL's are progressing toward English language proficiency..

# 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. N/A

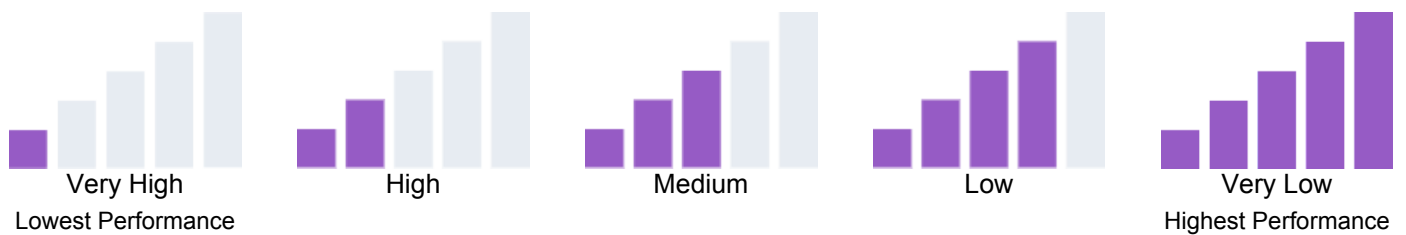


# School and Student Performance Data

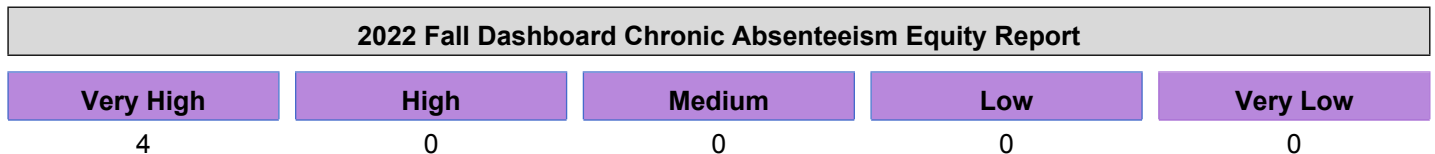
## Academic Engagement Chronic Absenteeism

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

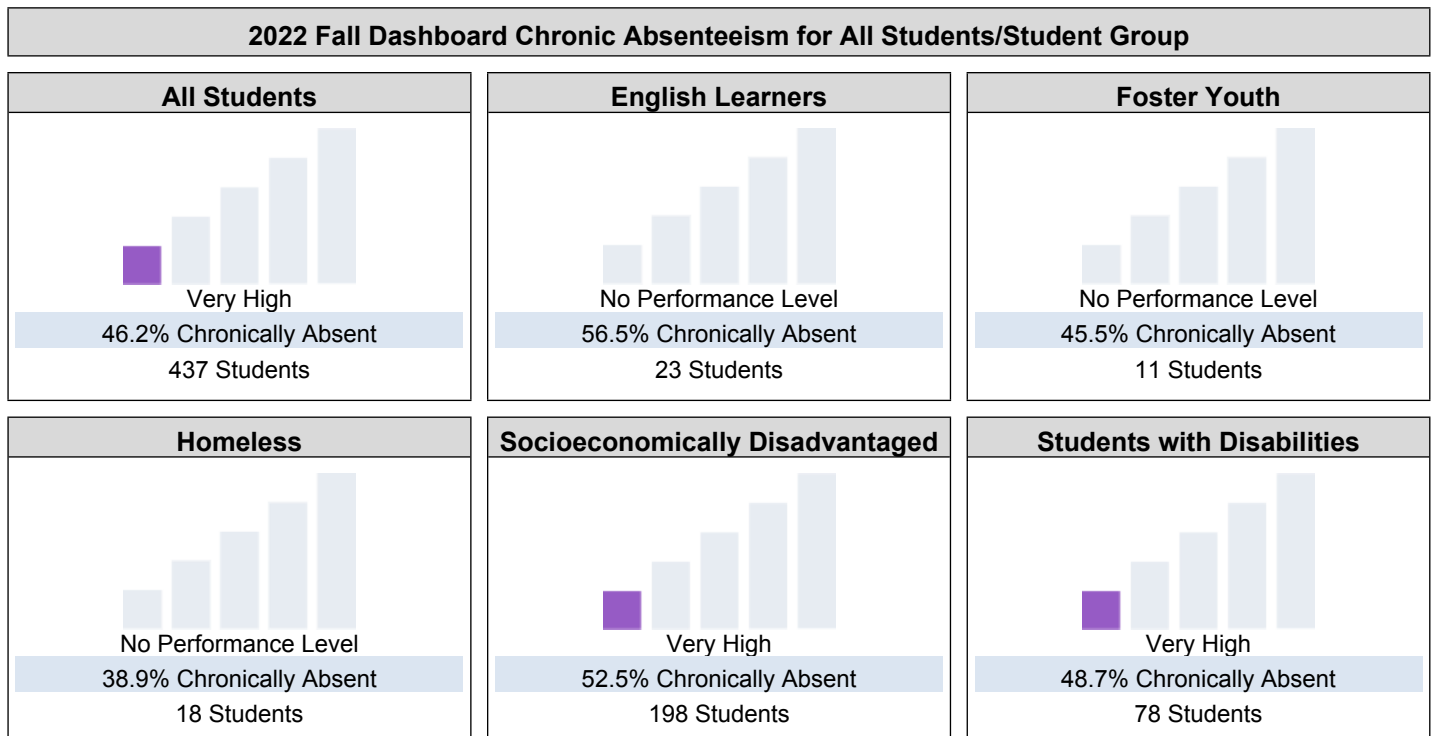
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



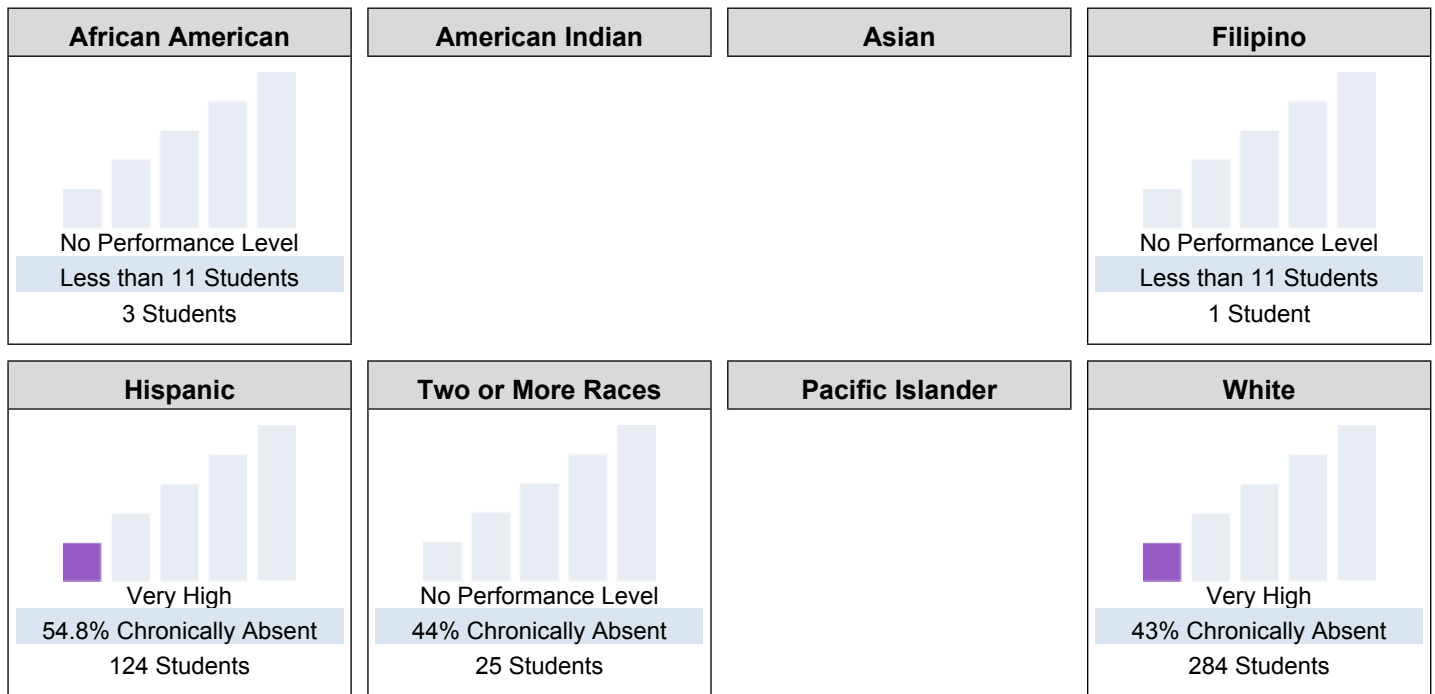
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Chronic absenteeism declined for All students.
2. Chronic Absenteeism declined for White and Hispanic students.
3. Chronic absenteeism increased for Socioeconomically Disadvantaged students and for Students with Disabilities..

# 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](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
--------------------------------	-----	--------	------	----------------------------------

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

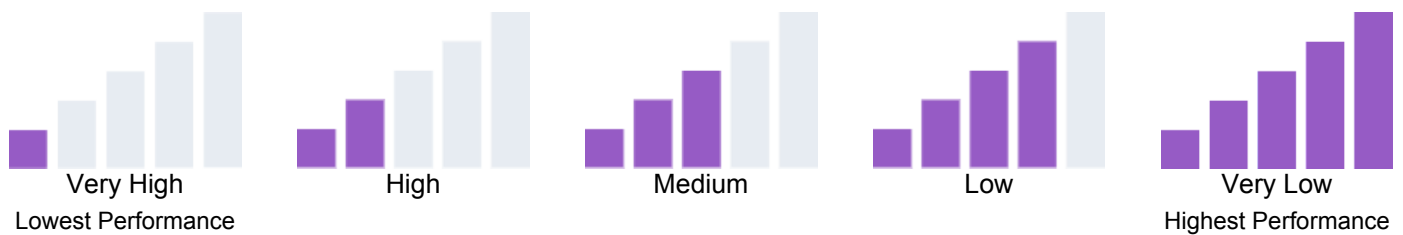
1. N/A
2. N/A
3. N/A

# School and Student Performance Data

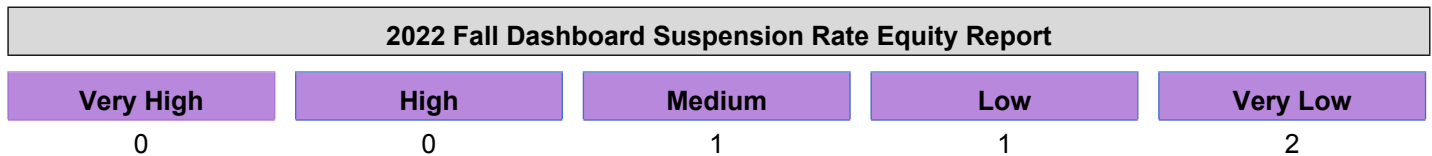
## Conditions & Climate Suspension Rate

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](#).

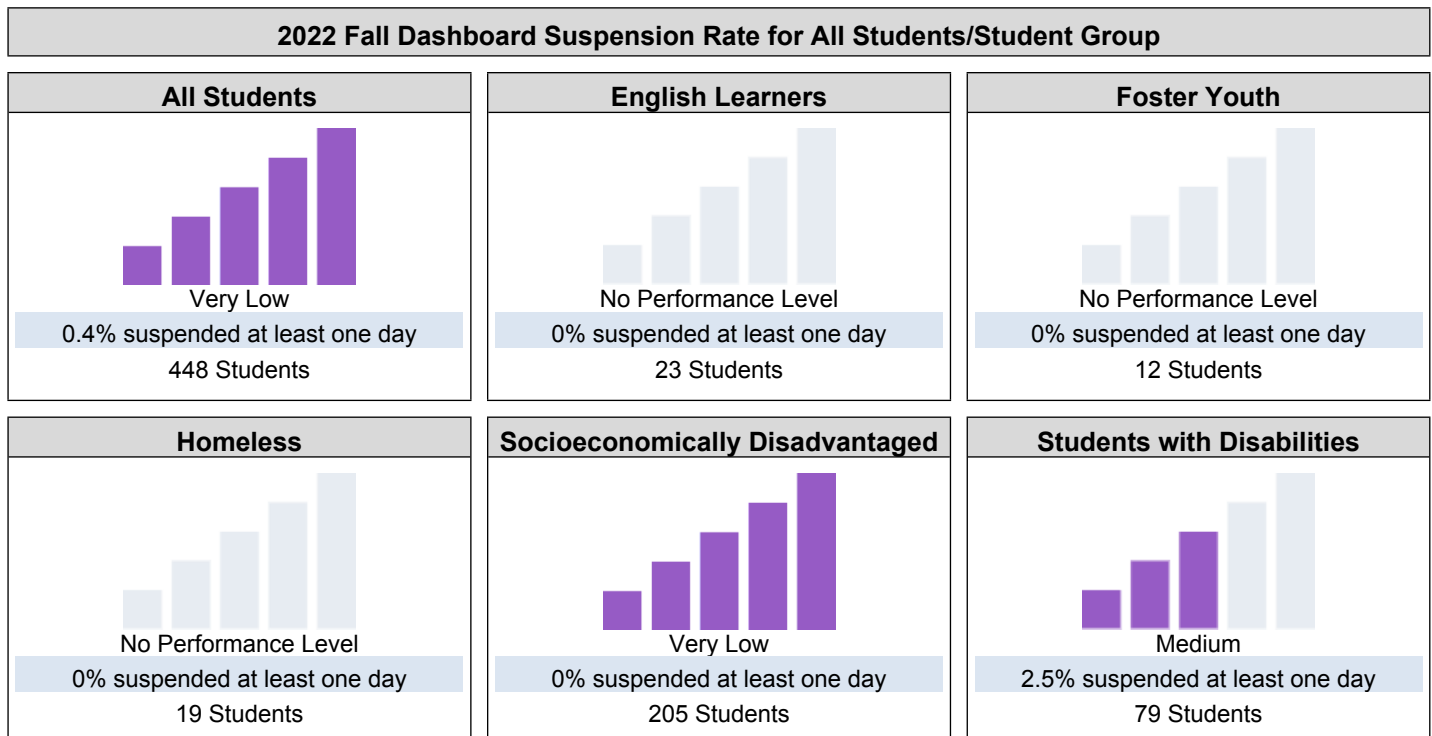
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



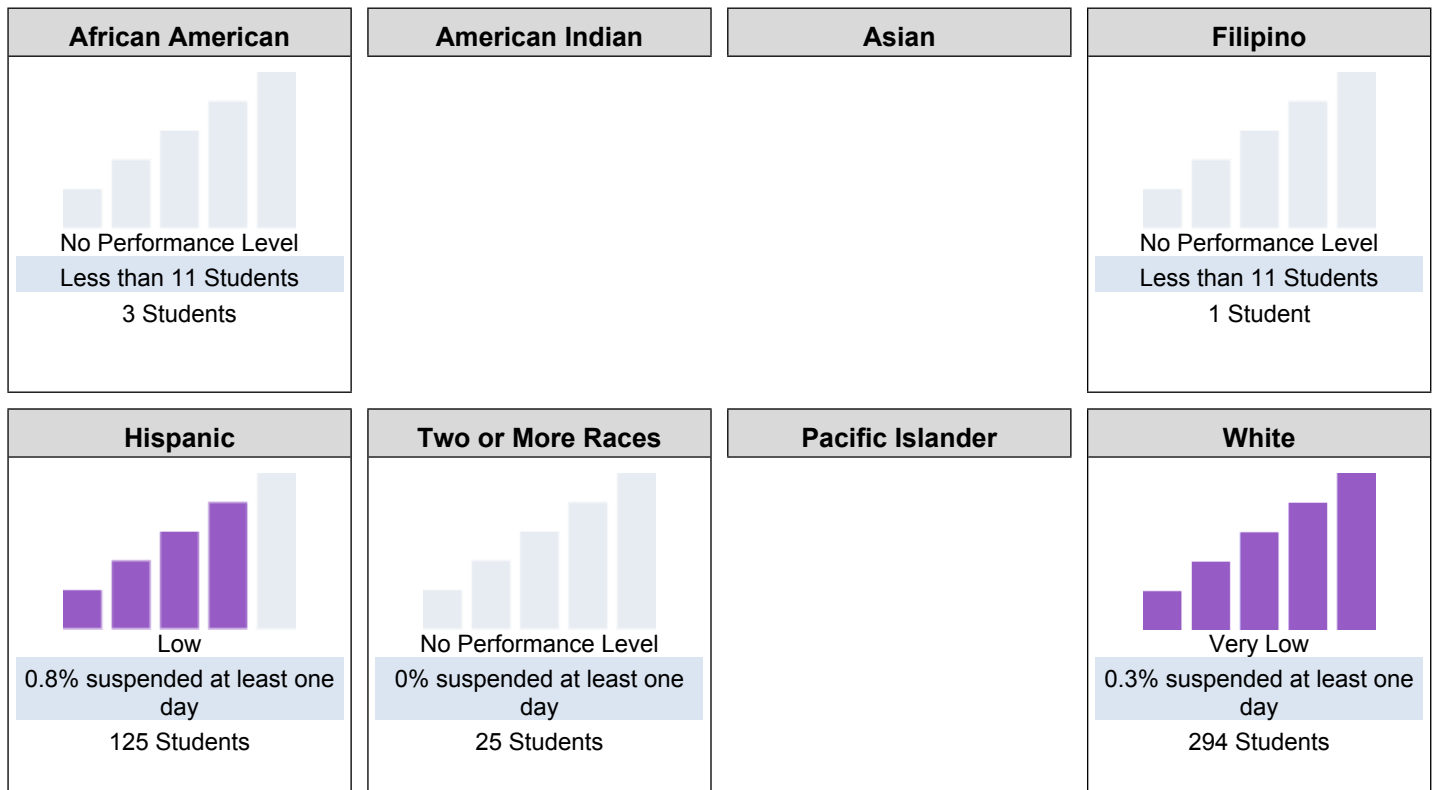
This section provides number of student groups in each level.



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. Suspensions among All students declined
2. Suspensions among white students, Socioeconomically Disadvantaged, and Students with Disabilities declined.
3. N/A

# 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

Area A- Pupil Outcomes: Priority 1 High Quality Instruction..

## Goal 1

Jenny Lind Elementary Teachers and Staff will provide high-quality instruction and full implementation of the Common Core State Standards and Next Generation Science Standards, fully utilizing technology and making the curriculum accessible for all students with an increase of at least 5% per year in the number of students who meet or exceed standards in ELA, math, science and additional exposure to art in the curriculum.

## Identified Need

The Dashboard performance data currently shows that just over 39% of students are meeting or exceeding standards in ELA, and 14.5% of students are meeting or exceeding standards in math. The identified need is to increase the percentage of students who are meeting and/or exceeding standards in ELA and math by at least five percentage points in each area.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Houghton Mifflin Harcourt Reading Inventory Data, McGraw Hill Wonders Assessment Data, i-Ready assessment Data for both reading and math.	Beginning of the year McGraw Hill Wonders Assessment Data, i-Ready assessment Data for both reading and math.	We are expecting to see an increase in the percentage of students who are meeting or exceeding standards in ELA, and math. i-Ready assessment Data for both reading and math. McGraw Hill Wonders Assessment Data, i-Ready assessment Data results will be used for all students TK-5th Grades.

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

Differentiation of instruction and remediation through leveling, cooperative learning groups, cooperative teaching, supplemental programs, and during and after school intervention

## 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)
69,000	Title I Part A: Allocation
	Title I Part A: Allocation
	Title I Part A: Allocation

**Strategy/Activity 2**

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

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

Students below benchmark in reading and/or math

**Strategy/Activity**

Teachers will administer frequent common formative assessments in Language Arts and math to drive instruction. Common summative assessments will be administered 3 times a year (each trimester)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 3**

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

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

All Students

**Strategy/Activity**

Common formative and summative assessments will be analyzed through a collaborative effort to determine individual student strengths and needs, and ultimately differentiation of classroom instruction.

**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)
6500	Title I Part A: Professional Development (PI Schools)

**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

Professional growth for staff will include having opportunities to attend conferences and workshops along with release time to meet collaboratively and/or observe other 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)

Title I Part A: Professional Development (PI Schools)

Title I Part A: Professional Development (PI Schools)

Title I Part A: Professional Development (PI Schools)

#### Strategy/Activity 5

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

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

All

#### Strategy/Activity

Implementation of instruction using technology in preparation for Common Core State Standards and assessments

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation

## 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.



A new ELA program has been adopted. This has included professional development and the implementation of new assessment tools.

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

No major differences

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.

A new ELA program has been adopted. New literacy assessments were implemented during the 2019-20 school year. This has provided consistent formative and summative data for teachers and staff to compare across classes and grade levels.

# 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

Area B: Priority 2- Safe and Positive School Environment..

## Goal 2

Jenny Lind Elementary will provide a safe learning environment and positive school culture for students and staff by improving the safety of school facilities, and fully implementing the Positive Behavior Intervention & Support (PBIS) initiative with a strong emphasis on positive reinforcement to significantly decrease incidents of violence, bullying, disruption, disrespect, and defiance.

## Identified Need

To create and maintain a safe and orderly campus that is conducive to learning and high student achievement. A particular area of focus will be on improving behavior support for students with disabilities, Foster youth, and those who are economically disadvantaged.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of referrals and suspensions	In 2021-22 there were 31 referrals and 2.2% suspension rate.	Referrals and suspensions will be reduced by 10%.

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

Staff will have the opportunities to participate in site, district, and outside professional development. Teachers will be provided with release time to observe other teachers to improve class management skills.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,500	Title I Part A: Allocation
	Title I Part A: Professional Development (PI Schools)

## Strategy/Activity 2

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

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

All

### Strategy/Activity

Continue PBIS and research Restorative Practices school wide

### 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 I Part A: Professional Development (PI Schools)

## Strategy/Activity 3

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

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

All

### Strategy/Activity

Implementation of a school wide research-based social emotional learning support 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)

#### Source(s)

Title I Part A: Allocation

## 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.

This is the second year of PBIS implementation. We are focusing on Tier 1 and Tier 2 interventions. Suspensions decreased by 0.5% to 2.2% (students suspended at least once) since the implementation of PBIS Tier 1 and 2. We are researching the implementation of restorative practices to build a strong sense of community and to develop effective means of correction as an alternative to punitive discipline.

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

No major differences

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

No major changes

# 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

Area C: Priority 3- Attendance.

## Goal 3

Jenny Lind Elementary will increase attendance and reduce chronic absenteeism through a variety of strategies including parent awareness, student recognition, and school wide incentives.

## Identified Need

Reduce the percentage of students who are chronically absent. Dashboard data shows that chronic absenteeism declined significantly during the 2021-22 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism indicator	17.1 percent of students were chronically absent in the 2021-22 school year.	No more than 15% of students will be chronically absent in 2023-24.

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

Attendance incentives (perfect attendance recognition, perfect attendance recesses, etc.) and ongoing attendance monitoring.

### 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 Part A: Allocation
1609	Title I Part A: Parent Involvement

## 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

Tiered parent communication: Class newsletters, school newsletters, Monday Envelopes, all-calls, attendance letters, weekly attendance reviews, and notification of SART and SARB processes.

### 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)

1634

Source(s)

Title I Part A: Parent Involvement

## 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.

. Attendance letters, SART and SARB meetings are held for those with chronic attendance issues.

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

The parent library contains books and other resources that might be underlying causes of attendance issues (i.e. anxiety, bullying, lack of academic success, etc.)

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.

Greater attention has been paid to individual students who are in danger of being chronically absent as opposed to tracking the overall attendance percentage. With school closures due to COVID-19 and an uncertain future regarding the re-opening of school campuses, this attendance goal may need to be reworked to fit the new reality of public education.

# 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

Area C: Priority 5-Parent Involvement.

## Goal 4

Jenny Lind Elementary will continue to promote parent and community engagement by increasing school-wide activities to include at least two educational events a year as well as increase daily classroom involvement.

## Identified Need

Increase parental involvement and engagement to improve the overall sense of school community, and promote a greater commitment and accountability for responsible behavior and high academic achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of educational events and classroom volunteering among parents using our volunteer sign in sheets to track participation.	This year we have formed a committee to plan parent campus events.	The committee will continue to meet.

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

Parents will receive information and education through a variety of activities and opportunities, including the following: Back to School Night, Parent Forums and Meetings, School Site Council, Parent Teacher Organization, Educational Events, and Family Events.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

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

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

All

### Strategy/Activity

Increase the number of parent events, and the number of books and other resources available in the library.

### 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.

All strategies/activities are in various stages of implementation. Attendance and participation has increased based on sign in sheets. The main goal is to continue increasing the number of parent meetings and activities, and to increase attendance at the events.

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

None

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.

Continue adding educational events (literacy nights, common core math instruction, etc.) to the list of activities offered to parents.



# 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

N/A/

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 3

**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)
	Title I Part A: Allocation

## Strategy/Activity 4

**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)

Title I Part A: Allocation

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,852.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$76,500.00
Title I Part A: Parent Involvement	\$4,852.00
Title I Part A: Professional Development (PI Schools)	\$8,500.00

Subtotal of additional federal funds included for this school: \$89,852.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$89,852.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Kassandra Domingo-Meeks	Principal
Holly Cottle	Parent or Community Member
Kristen Segale	Classroom Teacher
Sara Cobb	Classroom Teacher
	Classroom Teacher
Carol Davison	Other School Staff
Krystal Kesterson	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/22.

Attested:

Principal, Kassandra Domingo on 4/21/22
SSC Chairperson, Kristen Segale/Chairperson on 4/21/22

# 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**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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