WILDWOOD
Elementary School

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
Wildwood Elementary School	56 73759 6084933	9/21/2021	

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)

Comprehensive 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 purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.
EC Section 64001 requires the development of the SPSA to include the following:
- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress
towards accomplishing the goals

All schools within the CVUSD complete a comprehensive needs assessment as part of the SPSA

development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data. As a result of school closures and blended learning model in the spring of 2021, students did not take the CAASPP assessments and opted to take local assessments for students in grades 3rd-5th. Therefore, the 2021-22 SPSA's will not include student new CASSPP data as a comparison with the previous year. School sites will continue to include 2019-20 CASSPP data as an important reference, and they will also include updated, local assessment data.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of targeted student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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Comprehensive Needs Assessment Components

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

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.
88% of parents saying their children enjoy coming to school
92% of parents report that the school creates a positive environment for learning
87% of parents report indicating that they are informed of their students' academic progress.
88% of parents report feeling comfortable on campus and participating in school events
87% of parents report that students' differences were treated with respect.
96% of students feel their teachers care about them
96% of elementary students said they knew who to go to at school if they have a problem;
64% of middle school students and 67% of high school students feel comfortable going to a counselor
89% of middle school students and 84% of high school students report that a counselor is available when needed.
94% of certificated staff know what to look for in students experiencing depression.
92% of certificated staff feel confident that they can meet their students' learning needs.
87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
81% of certificated staff feel students are engaged and motivated

Wildwood conducts annual parent survey's but due to school closure in March 2020 and blended learning until June 2021 the typical survey were not conducted. Wildwood did send out a Family survey in a google form that pertained to school safety, implementation of blended learning and the social emotional needs or concerns of students. There were 135 responses with an overall parent satisfaction in the area of effective school communication, implementation of safety protocols, COVID screenings, effective learning models and teacher responses to parent concerns. Families showed concerns about the social emotion well being of their child and academic growth during distance learning with 37% reporting "very concerned" in those areas. District surveys have been related to distance learning models and safety of returning students to school.

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

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)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments,unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of targeted student populations, including English Learners, Socio-economically Disadvantaged, Special Education, Homeless, and Foster.

For the 2021-22 school year, CVUSD has expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student's current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.

From August 5, 2020 to August 14, 2020, CVUSD teachers were provided a range of professional learning options that prioritized on-boarding and preparing to launch remote teaching and learning. This training focused first on offering teachers and staff with the knowledge and support to begin implementing Canvas, the district's new common Learning Management System. More than 6,045 individual training sessions were completed by staff among the 70+ training options provided. Staff were required to complete 6 hours of training, but were compensated for additional hours that were completed.

Below are titles of some of those training options provided to prepare for the 2020-2021 school year:
Required training included: Introduction to Canvas, Intermediate Training for Canvas, Using Canvas with Zoom, and Recording and Uploading Live Instruction.
Other Canvas training topics included the following: Importing Content from Free Version, Building Quizzes and Assessments, Integrating Canvas with Google, Integrating SeeSaw with Canvas, Setting up Canvas for Specialized Programs, Setting up Canvas for Related Services Providers, and Setting up Canvas for Learning Center Teachers.
Other non-Canvas training topics included the following: Boom Cards for Beginners, Unique Alternative Curriculum, Designated ELD for Grades TK-2 / 3-5 / Secondary, Integrated ELD for Grades TK-2 / 3-5 / Secondary, Elementary Report Card & Curriculum Map & Assessment Overview; Spanish language curriculum, Overview of CVUSD Equity Task Force, Equity Focused Dialogue, Equity Resources, "The Body Keeps The Score" on mental health topics, Unpacking Adverse Childhood Experiences
(ACEs), online science curriculum, GATE Extension Strategies for Remote Learning, and Conducting Special Education Assessments.

Then, on August 17th, the District's certificated staff participated in a districtwide Professional Learning Day. Topics included: Canvas accessibility features to remove barriers to remote learning, universal social-emotional Learning (SEL) practices, staff collaboration addressing learning loss, and planning for the first three days of school.

Due to the impending return to on-campus instruction as well as the diverse professional learning needs across the district, the October 12, student-free professional learning day, shifted to teachers being required to complete six (6) hours outside of the regular contact day/hours to include:
classroom preparation for student return to campus,
professional learning,
collaboration and/or articulation or
any combination thereof

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve target student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff, to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC's, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team reached out to all families experiencing homelessness in the month of August, prior to the start of school. The purpose of the outreach was to determine if the students had devices, access to wifi/hotspots, school supplies, clothing/toiletries, etc. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison reached out to each foster and homeless student/family to check on attendance and engagement in the early weeks of the school year. The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every two weeks to assess attendance, engagement, general well-being, and any change in needs.

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)

Wildwood has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Wildwood's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Wildwood's parent DAC and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

EIA funds are used to provide additional support and technology in the classroom. EEF funds are used to provide
professional development opportunities for teachers. ELAC has approved the use of these funds. LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

May 18th SSC reviewed school wide goals, previous data and discussed progress and barriers to blended learning models
May 18th Staff and SSC reviewed, adjusted goals and action items on how to effectively address learning barriers and increase family engagements
June 17th Virtual meeting and email collaboration with SSC to review any changes to goals
Aug 16th Staff professional development to identify possible learning barriers before students come to school and strategies to reconnect students and families to school
Aug 24 Staff reviewed Trimester 3 benchmarks and provided feedback on progress, adjustments and additional purchases needed

Aug 24 SSC reviewed Trimester 3 benchmarks and provided additional feedback on goals and additional purchases needed
Sept 21 SSC presented and approved Single School Plan for Achievement

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.5%		0	2
African American	0.88%	0.92%	1.1%	4	4	4
Asian	6.83%	5.73%	6.7%	31	25	25
Filipino	1.76%	1.61%	1.6%	8	7	6
Hispanic/Latino	20.26%	22.48%	24.3%	92	98	91
Pacific Islander	%	0.23%	0.3%		1	1
White	64.32%	62.84%	58.0%	292	274	217
Two or More Responses	5.95%	6.19%	7.5%	27	27	28
Not Reported	%	0%	%		0	
			Total Enrollment	454	436	374

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	62	69	55
Grade 1	64	64	55
Grade 2	68	65	56
Grade3	81	68	66
Grade 4	85	85	62
Grade 5	94	85	80
Total Enrollment	454	436	374

Conclusions based on this data:

1. Overall enrollment has increased over the past three years by 40 students which has also increased staffing by 1 teacher.

2. Hispanic student enrollment has increased by 5% the past two years

3. Other subgroups of student enrollment has not shown any significant changes.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	27	26	25	5.9%	6.0%	6.7%
Fluent English Proficient (FEP)	32	28	26	7.0%	6.4%	7.0%
Reclassified Fluent English Proficient (RFEP)	12	5	2	35.3%	18.5%	7.7%

Conclusions based on this data:

1. English Learner enrollment has remained stable and the same the past three years

2. Reclassification of EL has decreased due to a decrease in enrollment and number of initial ELPAC test needed

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
Overall Participation for All Students												
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	83			79			79			95.2		
Grade 4	86			83			83			96.5		
Grade 5	96			92			92			95.8		
All	265			254			254			95.8		

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
Overall Achievement for All Students															
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2469.			43.04			30.38			13.92			12.66		
Grade 4	2523.			49.40			28.92			14.46			7.23		
Grade 5	2555.			44.57			30.43			11.96			13.04		
All Grades	N/A	N/A	N/A	45.67			29.92			13.39			11.02		

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Reading **Demonstrating understanding of literary and non-fictional texts**									
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	44.30			41.77			13.92		
Grade 4	46.99			44.58			8.43		
Grade 5	51.09			33.70			15.22		
All Grades	47.64			39.76			12.60		

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Writing **Producing clear and purposeful writing**									
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	37.97			54.43			7.59		
Grade 4	39.76			54.22			6.02		
Grade 5	48.91			39.13			11.96		
All Grades	42.52			48.82			8.66		

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	31.65			58.23			10.13		
Grade 4	28.92			66.27			4.82		
Grade 5	27.17			66.30			6.52		
All Grades	29.13			63.78			7.09		

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	35.44			50.63			13.92		
Grade 4	34.94			54.22			10.84		
Grade 5	48.91			33.70			17.39		
All Grades	40.16			45.67			14.17		

Conclusions based on this data:

1. 75% of all grades 3rd-5th are above or meeting standards in ELA

2. Reading and Research Inquiry are areas of relative weakness for 5th grade

3. 4th grade students showed a higher level of achievement, especially in writing

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	83			79			79			95.2		
Grade 4	86			83			83			96.5		
Grade 5	96			92			92			95.8		
All Grades	265			254			254			95.8		

* 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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	2486.			43.04			36.71			16.46			3.80		
Grade 4	2520.			38.55		63.2	30.12		19.3	25.30		14.0	6.02		3.5
Grade 5	2533.			40.22			16.30			26.09			17.39		
All Grades	N/A	N/A	N/A	40.55			27.17			22.83			9.45		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	58.23			36.71			5.06		
Grade 4	55.42			31.33			13.25		
Grade 5	42.39			29.35			28.26		
All Grades	51.57			32.28			16.14		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	48.10			43.04			8.86		
Grade 4	34.94			53.01			12.05		
Grade 5	33.70			44.57			21.74		
All Grades	38.58			46.85			14.57		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	50.63			43.04			6.33		
Grade 4	53.01			36.14			10.84		
Grade 5	38.04			41.30			20.65		
All Grades	46.85			40.16			12.99		

Conclusions based on this data:

1. 3rd grade math performance is 80% above or at standard

2. 4th & 5th grade continue to need intervention support for below standard achievement

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	6
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	*
All Grades							23	23

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	52.17	30.43	*	47.83	*	21.74	*	0.00	23	23

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	65.22	30.43	*	56.52	*	13.04	*	0.00	23	23

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*	*	*	*	*	*	*
2		*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	21.74	*	43.48	*	26.09	*	8.70	23	23

Written Language
Percentage of Students at Each Performance Level for All Students

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	60.87	47.83	*	52.17	*	0.00	23	23

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
All Grades	60.87	21.74	*	73.91	*	4.35	23	23

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	39.13	*	47.83	*	13.04	23	23

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
All Grades	47.83	26.09	*	73.91	*	0.00	23	23

Conclusions based on this data:

1. Scores are not currently used for Dashboard results

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
436	**13.8**	**6.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	6.0
Socioeconomically Disadvantaged	60	13.8
Students with Disabilities	31	7.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9
Asian	25	5.7
Filipino	7	1.6
Hispanic	98	22.5
Two or More Races	27	6.2
Pacific Islander	1	0.2
White	274	62.8

Conclusions based on this data:

1. Enrollment is predominantly white students at 63%

2. Special education enrollment is within the average range of 10% or less

School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall academic performance is proficient for all students

2. Suspension rates are above standard

3. EL Progress does not meet the minimum number of students to determine proficiency level

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	0	3

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
48 points above standard	36.8 points above standard	0 Students
Increased ++8.7 points	Increased Significantly ++34.9 points	
248	34	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6.1 points below standard	55.2 points below standard
	Increased ++4.8 points	Increased Significantly ++15.5 points
2	36	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	66.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3		Increased Significantly ++37.1 points 14	5

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
22.6 points above standard	35.6 points above standard	0 Students	56.5 points above standard
Increased Significantly ++31.9 points 45	Declined -10.2 points 16		Increased ++4.4 points 165

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	60.5 points above standard	49.4 points above standard
8	Increased Significantly ++25.6 points 26	Increased ++4.4 points 212

Conclusions based on this data:

1. Subgroups English Learners and Hispanic perform above the state average

2. Special Education subgroup is to small to identify proficiency level.

3. Subgroup Socially Economically Disadvantaged is a small group but needs close monitoring and supports to decrease the gap.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Blue	
29.8 points above standard	29.8 points above standard	
Increased ++3.6 points	Increased Significantly ++28.1 points	
248	34	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	16.9 points below standard	72.4 points below standard
	Declined -5.2 points	Maintained -1.2 points
2	36	24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		65.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3		Increased Significantly ++44.6 points	5
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		Green
8.1 points above standard	21.6 points above standard		34.4 points above standard
Increased Significantly ++16.8 points	Maintained -2.7 points		Maintained -1 points
45	16		165

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	51.8 points above standard	28.8 points above standard
8	Increased Significantly ++28.1 points	Maintained -0.6 points
	26	212

**Conclusions based on this data:**

1. Subgroups English Learners and Hispanic perform above the state average.

2. Subgroup Students with disabilities are below standard but do not have enough students to identify a proficiency level.

3. Subgroup Socially Economically Disadvantaged also are below standard and need close monitoring.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.9 making progress towards English language proficiency
Number of EL Students: 17
Performance Level: Low
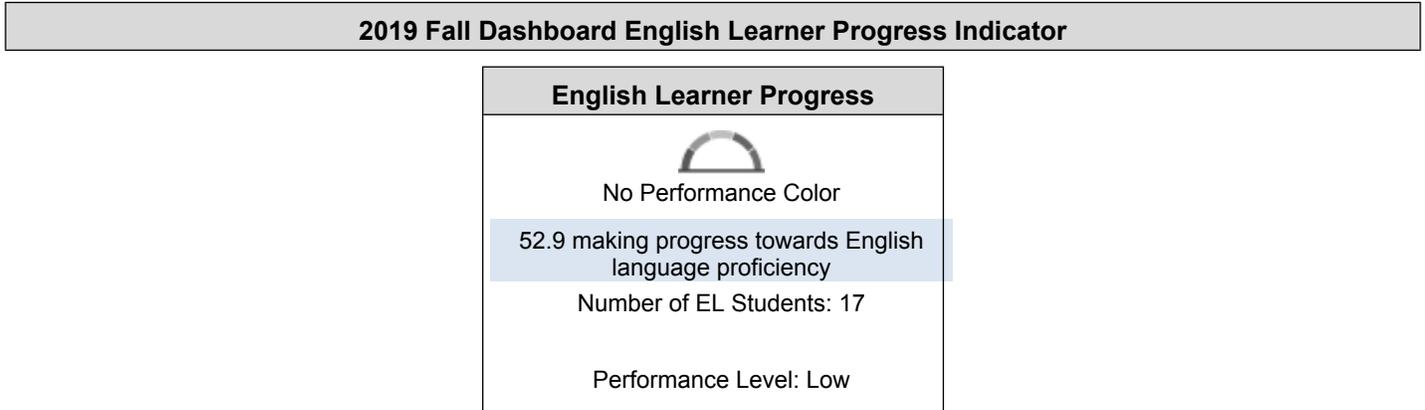
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.4	17.6	23.5	29.4

Conclusions based on this data:

1. Students are receiving regular designated ELD instruction and making adequate growth in language acquisition

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

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

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

1. Category not applicable to elementary students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
3.2	10	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.8	Increased +10	0
471	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	10.8	4.7
4	Increased +8	Increased +1.6
	74	43

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
6	0	Maintained 0	8
		31	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
7.3	0	Less than 11 Students - Data Not Displayed for Privacy	2.3
Increased +7.3	Maintained 0	0	Increased +0.9
96	27		303

Conclusions based on this data:

1. Student attendance is above average to proficient at Wildwood

2. Subgroups of socially economically disadvantage and students with disabilities showed a decrease in attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
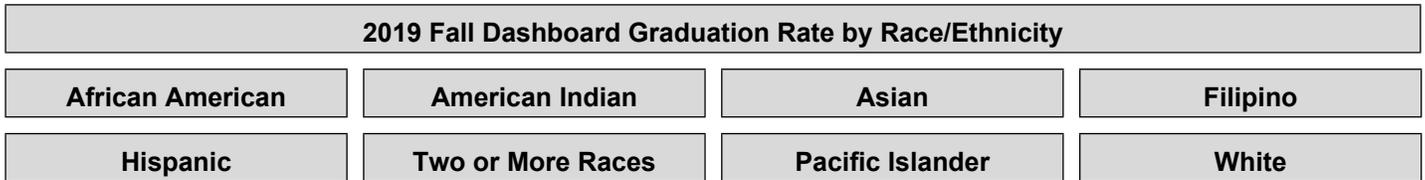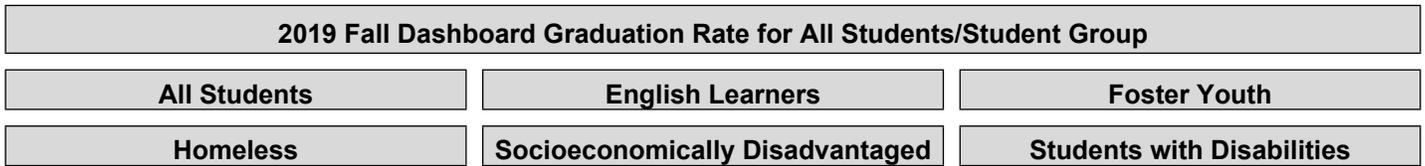
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.
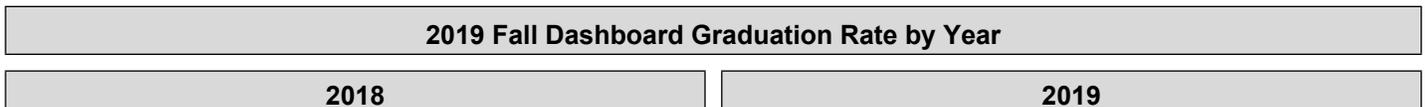
2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. Category not applicable to elementary students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance   Highest Performance

Red   Orange   Yellow   Green   Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	5

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.2	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Maintained 0	1
478	31	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	0	2.3
4	Maintained 0	Declined -0.6
	77	43
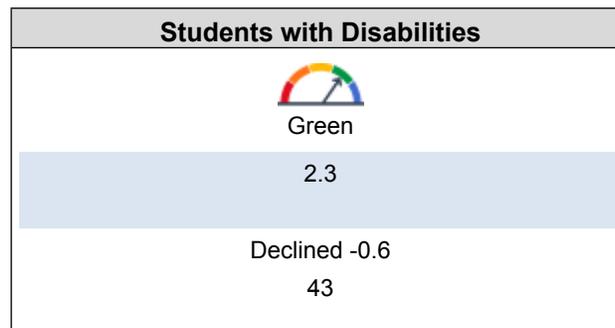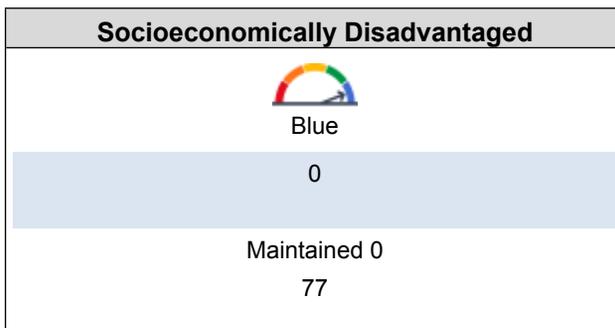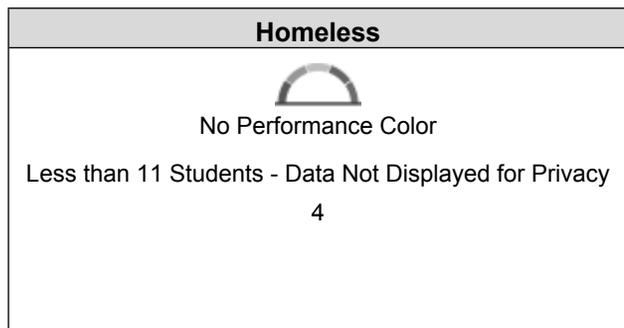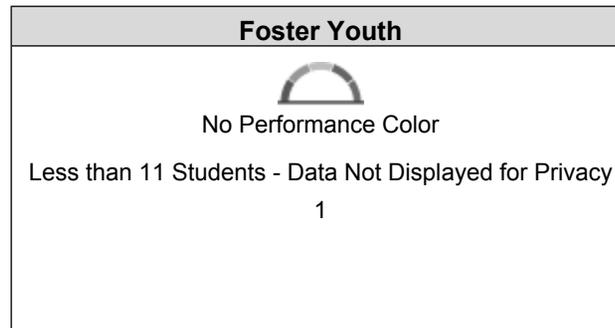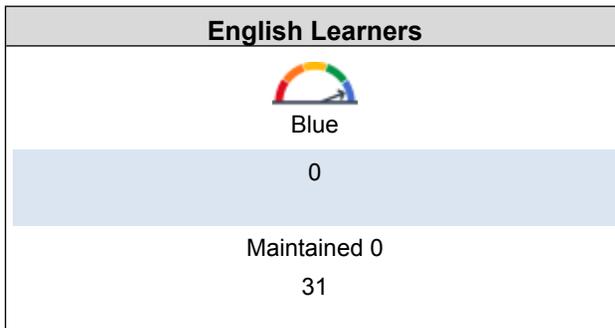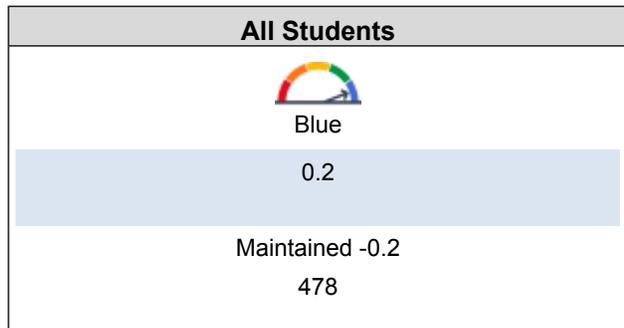
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not ~~Displayed for Pri~~		0	Less than 11 Students - Data Not ~~Displayed for Pri~~
6		Maintained 0	8
		31	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		Blue
0	0		0.3
Declined -1.3	Maintained 0		Maintained 0
99	28		306
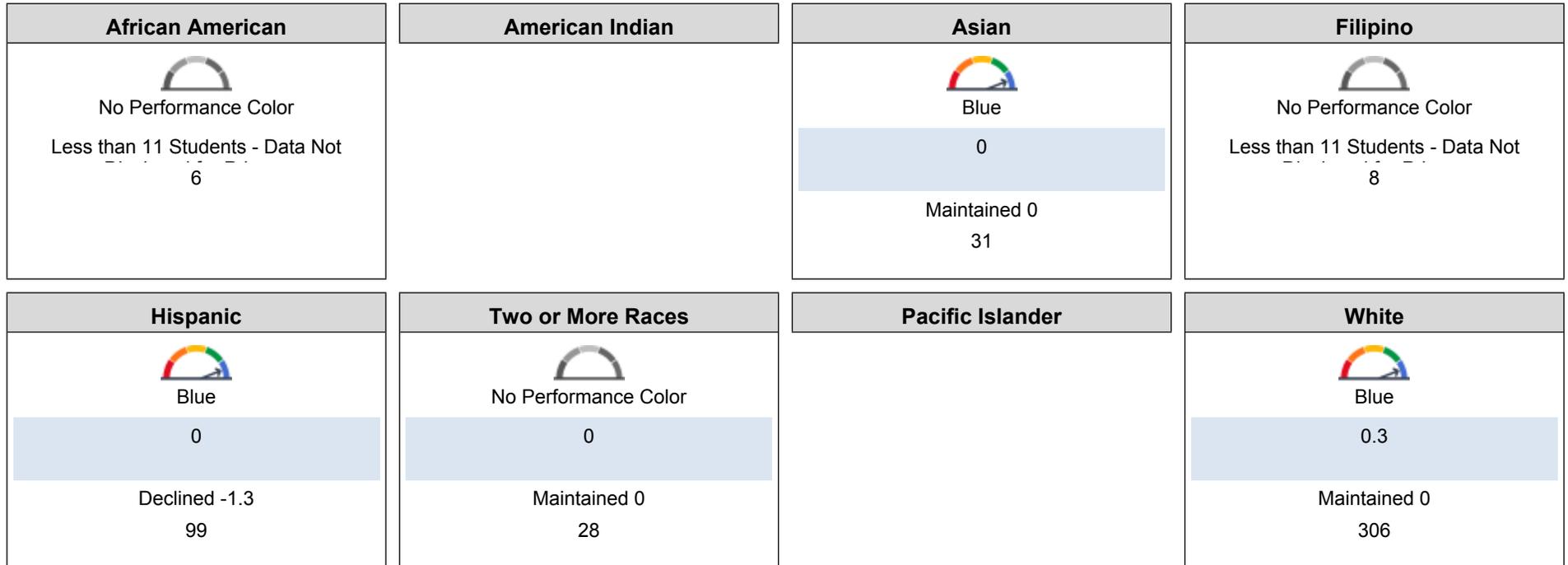
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.2

Conclusions based on this data:

1. Overall suspension rates are proficient and above meaning students are not typically suspended at Wildwood

2. Subgroup of students with disabilities is a relative higher category of students being suspended at Wildwood

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

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Goal 1

Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include Universal Design for Learning. All students K-5th will show proficient English Language Arts abilities with an average of 83% or more of the benchmarks being proficient or advanced as measured by student performance on site, district and state assessments.

Identified Need

Subgroups of Students with disabilities, socially economically disadvantage, Hispanic and English Learners are performing below proficient and showing a increase in distance from met. More supports in the general education setting needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Report Card Benchmarks	By June 2021 87% of K-5 ELA benchmarks were proficient or advance	An average of 83% of K-5 ELA benchmarks proficient or advance
LEXILE for 2nd-5th	By June 2021 84% of 2nd-5th graders were proficient in reading Lexile	An average of 80% of 2-5th will show proficient in reading

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development in UDL implementation and grade level collaboration	By June 2022	District Office Principal Teacher Leaders	Provide teachers with onsite training to support All learners, including SWD, ELD, SED with district technology TOSA.	1000-1999: Certificated Personnel Salaries	District Funded	0
			VCOE and district provided trainings on data analysis and collaborative teaming	1000-1999: Certificated Personnel Salaries	Instruction	500
			Onsite training with GATE TOSA to integrate Depth & Complexity in connection with UDL	1000-1999: Certificated Personnel Salaries	District Funded	0
			Release teachers for grade level collaboration	1000-1999: Certificated Personnel Salaries	Other	1800
			District and site provided training on UDL to remove barriers that promote academic success for SWD, ELD, SED.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
			Teachers provided ongoing instructional training and supports in Canvas, SeeSaw and other online curriculum support tools	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teachers visit colleagues in classroom to conduct UDL walkthroughs.	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional tools to enhance our MTSS model and provide quality Tier 1 instruction, Tier 2 interventions and monitor and improve ELA results of students, including EL, SWD, and SED.	By June 2022	Principal Teacher Leaders ELD Facilitator	Use district beginning of the year assessment tool for all students.	1000-1999: Certificated Personnel Salaries	District Funded	
			Online ELA programs(Reading A-Z, Spelling City, Brain Pop, TpT School Plan to provide practice and monitor student ELA performance	4000-4999: Books And Supplies	Instruction	6000
			Hire ELD specialist to provide, assessments, practice and monitor ELD student's ELA performance	1000-1999: Certificated Personnel Salaries	EIA Funds	1360
			Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs	1000-1999: Certificated Personnel Salaries	0TRM	7500
			Replace and update core literature text to support ELA and DEI curriculum	4000-4999: Books And Supplies	Instruction	1000
			Additional supplemental supplies, copying cost and curriculum to support GATE, SWD, ELD and SED	5000-5999: Services And Other Operating Expenditures	Instruction	1760
			Teacher collaboration with Bilingual facilitator to monitor progress of students in ELD and access all content areas	1000-1999: Certificated Personnel Salaries	EIA Funds	160

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Work with behavior specialist to provide special education services in the general education setting to meet 95% LRE	1000-1999: Certificated Personnel Salaries	District Funded	0
			Schedule GATE TOSA and Technology TOSA to after school enrichment activities for GATE students	1000-1999: Certificated Personnel Salaries	District Funded	0
Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2022	Principal Teachers	Provide teacher release days to review teaching practices and best practices for at risk students including SWD and ELD	1000-1999: Certificated Personnel Salaries	Instruction	1000
			Teachers review benchmark data, SRI scores and report card marks to identify areas of strength and concerns. Look specifically at results of SWD, ELD and SED, identify barriers and brainstorm strategies to improve.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The committee agreed to continue the implementation of action steps and an increase of the goal to 83% of benchmarks met in the area of ELA. We agree that the use of additional credential teacher support has been effective in improving student outcomes. Teachers actively use supplemental materials to provide a range of activities that reach the learning abilities of all students.

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

District ELA Benchmark assessment will be updated to align with the newly adopted ELA Wonders materials. At this time teachers are using LEXILE scores and curriculum based measurements to evaluate student mastery of ELA standards and benchmarks which is reflective on report card marks.

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.

At this time we are not aware of how state testing will be implemented and what will be measured in 2021/22. We will look at available assessments like LEXILE, district benchmark assessments and curriculum based site assessments to analyze student progress and mastery of common core standards in ELA until we know what will be required by the state

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

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Goal 2

Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include Universal Design for Learning. All students, K-5th, will show proficient Math abilities with an average of 87% or more of the benchmarks being proficient or advanced as measured by student performance on site, district and state assessments.

Identified Need

68% of all 3rd-5th grade students performed proficient or advance on the state assessment in 2018. Students perform with 87% proficiency on district aligned assessments, which reflect the curriculum taught.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Report card benchmarks	91% of benchmarks were met last year	K-5 students meeting 87% or more of math standards
District Benchmark Assessments	82.5% of students were proficient on district assessments	85% of K-5 students proficient on district assessment

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement and monitor district pacing guide and work in grade level teams to analyze student progress on Go Math curriculum.	By June 2021	District Office Teacher Leaders	Teacher to conduct onsite PLC to review District benchmark and pacing guide	None Specified	None Specified	0
			Teachers to attend math workshops on how to implement UDL strategies	5000-5999: Services And Other Operating Expenditures	Instruction	300
			Teacher sub coverage for when teachers plan and are at training	1000-1999: Certificated Personnel Salaries	Instruction	500
			Release teachers to attend grade level collaboration to analyze subgroup data for SWD, SED, ELD	None Specified	Instruction	1800
Supplemental instructional tools to enhance our MTSS model, provide strong Tier 1 instruction, Tier 2 interventions, monitor and improve Math results of students	By June 2021	Principal Teacher Leaders Teachers	Use district provided universal screening tool for students referred to intervention.	4000-4999: Books And Supplies	District Funded	0
			Additional online math programs, IXL, Xtra Math supplemental supplies, copying cost and curriculum to support GATE, SWD, ELD and SED	4000-4999: Books And Supplies	Instruction	6500
			Hire math intervention teacher to instruct and monitor math performance of targeted students.	1000-1999: Certificated Personnel Salaries	Other	3200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Special education teacher providing supplemental math instruction and support for students with IEPs that meets 95% LRE	1000-1999: Certificated Personnel Salaries	District Funded	0
			Have special education teacher work with math teachers to provide UDL strategies for All students	1000-1999: Certificated Personnel Salaries	District Funded	0
			Use of ELD Math materials to support newcomers in acquiring grade level math curriculum	4000-4999: Books And Supplies	District Funded	0
Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings	By June 2021	Principal

Teachers | Use of online software and supplemental math curriculum to evaluate baseline data on student performance. | 4000-4999: Books And Supplies | Instruction | 1500 |
			Provide teacher release days to review effective strategies for at risk students including SWD, ELD, and SED	1000-1999: Certificated Personnel Salaries	Instruction	1000
			Review trimester benchmark data, math baseline data and report card marks to identify areas of strength and concerns	1000-1999: Certificated Personnel Salaries	District Funded	0
			Identify specific learning gaps for SWD, ELD and SED and strategies to improve.	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			K-5th grade teachers assess students every math unit to identify at risk learners and provide small group instruction with differentiated learning strategies. SWD, ELD and SED students are included if they are at risk.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Teachers review student assessment results weekly to identify instructional changes	1000-1999: Certificated Personnel Salaries	District Funded	0

Annual Review

SPSA Year Reviewed: 2020-21

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.

Math intervention specialist was provided for 18-19 school year with minimal improvements in state assessments. Due to school closures will continue the math intervention to evaluate effectiveness.

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

Health protocols of stable groups will stop the practice of leveled math groups by grade level. Teachers will differentiate math learning in their classrooms by creating small groups.

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.

At this time we are not aware of how state testing will be implemented and what will be measured in 2021/22. We will look at available assessments like district benchmark assessments and curriculum based site assessments to analyze student progress and mastery of common core standards in Math.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA/Math Core Curriculum

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes --------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes --------

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Goal 3

Wildwood will improve targeted student performance through effective intervention and strong instructional strategies in the general education setting for students below grade level, including Students with disabilities (SWD) and English Learners (EL). Targeted students will show positive growth in their performance as measured by 65% of targeted students making grade level standards and decrease learning loss gap as measured on site and district assessments.

Identified Need

Subgroups of students with disabilities and English learners were only 20-33% proficient on ELA and Math state assessments in 2018

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Report card benchmarks	70 % K-5 EL students perform at grade level 71% K-5 SWD students perform at grade level	70% of targeted students will show growth and meet grade level standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Math Assessment	33% 3-5th EL students perform proficient 60% 3-5th SWD perform proficient	65% of targeted students will show 10% growth on grade level Math assessment
District ELA Assessment	33% 3-5th EL students perform proficient 73% 3-5th SWD perform proficient	65% of targeted students will show 10% growth on trimester ELA Assessment
SRI Reading Level	64% 2-5th EL students proficient 53% 2-5th SWD perform proficient	65% of targeted subgroup students will show 10% growth and work toward grade level proficiency on grade level SRI assessment

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional tools to enhance, monitor and improve academic results of students	June 2022	Principal Teachers Specialist	Pay additional hours for curriculum specialist to provide academic support to at risk students including SWD and EL, enrichment opportunities and monitor academic performance	1000-1999: Certificated Personnel Salaries	Other	4965
			Supplemental supplies and curriculum for reading intervention	5000-5999: Services And Other Operating Expenditures	Instruction	1500
			Use Smarty Ants reading assessment for EL reading support as an alternative strategy for learning.	4000-4999: Books And Supplies	EIA Funds	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Targeted SWD attend counseling with DIS counselors to identify barriers and review strategies to increase performance	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide Rosetta Stone support to all 1st-5th grade students at EL level 1 and 2 that can be accessed in the classroom and at home.	4000-4999: Books And Supplies	District Funded	0
Site based MTSS Target Time provided 4 days a week for targeted students including SWD, ELD, and SED	June 2022	Principal Teachers Academic Specialists	Teachers evaluate student performance using ESGI and assessments to identify lowest performing in each grade level.	None Specified	None Specified	0
			Academic specialists use district provided monitoring system, LEXIA to collect baseline data and monitor student performance	5000-5999: Services And Other Operating Expenditures	0TRM	3484
			Students attend reading intervention with academic specialist or receive differentiated instruction during target time to increase student performance	2000-2999: Classified Personnel Salaries	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Monitor student performance on trimester benchmarks and site assessments to show areas of growth and continued area of need for intervention supports	1000-1999: Certificated Personnel Salaries	District Funded	0
Increase use of online tools to decrease learning loss to all targeted students including SWD, ELD, and SED.	June 2022	District Principal Teacher Leaders	Instructional online use of Smarty Ants and Imagine learning for our at risk ELD students	4000-4999: Books And Supplies	District Funded	
			Provide additional academic teacher support for ELD students to attend virtual learning sessions on Smarty Ants and Imagine Learning	1000-1999: Certificated Personnel Salaries	Other	1800
			Schedule district Technology TOSA to support monitoring reports and additional resources to use for at risk students.	1000-1999: Certificated Personnel Salaries	District Funded	0
Targeted at risk students attend intervention support during school	June 2022	District Principal Bilingual Facilitator Academic Specialist	Support teachers provide lessons in Rosetta Stone, support completing Imagine Learning, Smarty Ants and direct ELD instruction.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Support students work completion and progress monitoring of student assessments	1000-1999: Certificated Personnel Salaries	District Funded	0

Annual Review

SPSA Year Reviewed: 2020-21

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.

Reading intervention supports have proven to be effective in basic reading skills and students meeting grade level standards

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

More emphasis in the area of Universal Design for Learning strategies for teachers to find instructional practices that meet the learning abilities in their classrooms

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.

Subgroups of students with disabilities and English learners are more emphasized to identify their specific needs to improve student outcomes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social/Emotional Well Being

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

Goal 4

Wildwood will provide opportunities to build Social Emotional Learning skills with a focus on relationship-centered learning environments, making student connections and use of CHAMPS, Restorative Practices, and SEL instruction school-wide to maintain a positive school culture and improve student outcomes as measured by school attendance, counseling referrals and suspension rates.

Identified Need

Building systematic restorative practices that start in the classroom and are campus wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dash Board results on attendance and suspensions		Attendance at 96% and suspensions less than 5 per year
Counseling referrals and duration of sessions		Referred students will attend at least one counseling session

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and professional development for behavior and social emotional supports	By June 2022	District Office Principal	Counselors provide training on SEL core competencies and implementation of SEL lessons	5000-5999: Services And Other Operating Expenditures	District Funded	
			Send teachers to VCOE provided trainings on SEL and trauma-informed practices	5000-5999: Services And Other Operating Expenditures	Instruction	100
			Provide teachers with onsite training on Sandford Harmony practices and community circles	5000-5999: Services And Other Operating Expenditures	District Funded	0.00
			Consultation with district behaviorist to provide support on visual schedules and behavior plans for SWD in the general education setting	1000-1999: Certificated Personnel Salaries	District Funded	0
			Ongoing Campus Safety Assistant coaching to create support systems for students with high risk behaviors.	2000-2999: Classified Personnel Salaries	District Funded	0
			Provide Diversity Training and review bullying harassment policies to all teachers and support staff.	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional tools to enhance, monitor and improve social emotional, behavioral outcomes for students to prevent suspensions.	June 2022	Principal	Additional supplemental supplies, curriculum, books for SEL instruction	5000-5999: Services And Other Operating Expenditures	District Funded	0.00
			Schoolwide virtual and in person presentations on kindness, inclusion, and diversity	1000-1999: Certificated Personnel Salaries	District Funded	0
			Inclusive Schools Week campus wide activities to build school culture.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0
			Hire additional Campus Safety Assistants to monitor individual recess zones	2000-2999: Classified Personnel Salaries	District Funded	0
			Use of MTSS behavior analysis to create classroom behavior plans and strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Collaboration between principal, special education teacher, and general education teachers to monitor student behavior, track data and implement rewards or corrective strategies	1000-1999: Certificated Personnel Salaries	District Funded	0
			Weekly SEL videos/Lessons created by school counselors and taught by teachers during class time to facilitate building core competencies	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing communication with families on parent training and community events for social emotional supports	June 2022	Principal School Counselor	Email monthly newsletter that includes parent education and training opportunities	1000-1999: Certificated Personnel Salaries	District Funded	0.00
			PTA coordinated Parent education nights on peer conflict resolution and anxiety.	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0
			Run monthly chronic absenteeism, SARB and excessive illness reports to identify	2000-2999: Classified Personnel Salaries	District Funded	0
			Send out monthly mailings to families regarding attendance concerns and the importance of regular school attendance.	2000-2999: Classified Personnel Salaries	District Funded	0
			Review the importance of attendance and attendance policies at ELAC, PTA, and SSC meetings.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Meet with families and students at the SARB 2 level to identify barriers and implement supports	1000-1999: Certificated Personnel Salaries	District Funded	0
			Providing counseling guidance and re-entry strategies and family support when students return to on-campus learning.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Provide copies and lists of resources available to parents at Back to School Nights	4000-4999: Books And Supplies	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide afterschool enrichment programs by CRPD, Band, Chorus, Art, to increase school connections	5000-5999: Services And Other Operating Expenditures	General Fund	
			Hire specialists to provide art, pe, music, computer classes during the day to increase student interest and connections	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Annual Review

SPSA Year Reviewed: 2020-21

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.

New strategies and focus to enhance the goal regarding social emotional learning

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

Goal to address the unknown possible trauma response due to the pandemic and previous school closures. Many of the funding sources come from district provided stimulus funds and PTA.

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.

Quarantine requirements and COVID safety protocols could create barriers to the implementation of some activities or in person events.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

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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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$48,529.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
0TRM	$10,984.00
District Funded	$0.00
EIA Funds	$2,320.00
Instruction	$23,460.00
None Specified	$0.00
Other	$11,765.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$0.00

Subtotal of state or local funds included for this school: $48,529.00

Total of federal, state, and/or local funds for this school: $48,529.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Instruction	23,460.00	0.00
0TRM	10,984.00	0.00
Other	11,765.00	0.00
EIA Funds	2,320.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0TRM	10,984.00
District Funded	0.00
EIA Funds	2,320.00
Instruction	23,460.00
None Specified	0.00
Other	11,765.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	23,785.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	15,800.00
5000-5999: Services And Other Operating Expenditures	7,144.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

None Specified	1,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	0TRM	7,500.00
5000-5999: Services And Other Operating Expenditures	0TRM	3,484.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	EIA Funds	1,520.00
4000-4999: Books And Supplies	EIA Funds	800.00
1000-1999: Certificated Personnel Salaries	Instruction	3,000.00
4000-4999: Books And Supplies	Instruction	15,000.00
5000-5999: Services And Other Operating Expenditures	Instruction	3,660.00
None Specified	Instruction	1,800.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	11,765.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	21,080.00
Goal 2	14,800.00
Goal 3	12,549.00
Goal 4	100.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Donna Vollmer	Principal
Lynda Gutierrez Lee	Other School Staff
Angie Ley	Classroom Teacher
Caitlyn White	Classroom Teacher
Kris James	Classroom Teacher
Megan Goebel	Parent or Community Member
Carrie Barnett	Parent or Community Member
Lynda Karl	Parent or Community Member
Mae Tietjen	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
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative

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 9 /21/21.

Attested:

	Principal, Donna Vollmer on 9/21/21
	SSC Chairperson, Kris James on 9/21/21

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019