School Year: 2021-22

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
Silver Strand Elementary School	37 68031 6038087	4-27-22	5-19-22

Purpose and Description

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

Schoolwide Program
The three goals outlined in this SPSA (Learning, Communication, and Support) directly align with CUSD's three Board goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

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 three goals in the SPSA in the areas of Learning, Communication, and Support, align with the Coronado Unified School District's Goals approved by the Governing Board, three LCAP Goals, LRP goals, and the LCAP Federal Addendum.
CUSD Vision: We inspire, innovate, and create limitless opportunities to thrive.

Mission: Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Board Goals:

Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Communication: Communicate openly, freely, and accurately to engage and involve all shareholders.

Support: Maintain safe and supportive schools where students and staff thrive.

Silver Strand Elementary School Goals:

Goal 1: Learning:
Silver Strand Elementary aims to address each students' strengths and growth through personalized goals, activities, and assessments; data-driven decision making; and access to intervention and enrichment opportunities and and social-emotional supports.

Goal 2: Communication:
Silver Strand Elementary will provide effective communication systems between and among all shareholders.

Goal 3: Support
Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

Table of Contents

Comprehensive Needs Assessment Components

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

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

CUSD facilitates multiple surveys throughout the year to gather feedback from parents, staff, and students via Thoughtexchange.

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

The CUSD Certificated Evaluation Process requires: three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur. During the COVID-19 pandemic, an MOU paused the evaluation process for teachers in years 3-experienced, yet continues the process for teachers who are new to the district, with 0-2 years experience. School sites are piloting a new evaluation system devised by a district committee during school year 2021-22.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local Benchmark and Bridges assessments, DRA, and CAASPP

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

Small group interventions, reading groups recalibrated by local Benchmark assessments and DRA assessments

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet highly qualified status.

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

All teachers have access to district and county professional development opportunities aligned with curriculum and district goals.

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

Time is allotted for all-staff meetings, curriculum and instruction preparation, collaborations, grade-level articulation, and individualized planning and data review.

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

The District has designated ToSAs in math, science, ELA/ELD, technology, and a program specialist and Board Certified Behavior Analyst in SpEd to offer support in curricular areas with professional development, trainings, and resources.

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

Wednesday afternoons (between 1:45 and 3:15 PM) are dedicated to staff collaborations on a weekly and rotating basis to provide time for the following: all-staff meetings, grade-level and program articulations, and collaborations in support of students.

Teaching and Learning

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

District-adopted curriculum (Benchmark ELA, Bridges Math, Foss Science, and TCI History/Social Science) is vetted by SDCOE and follows CA state standards.

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

Our current COVID Hybrid AM/PM cohort and BRIDGE learning schedule allows for 75 minutes of daily time for synchronous and asynchronous math instruction and Number Corner activities, and 60-90 minutes daily for synchronous and asynchronous ELA and Reading activities (whole group and small group instruction, including intervention reading groups).

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

Our academic bell schedule allots 75-80 minutes of math instruction and Number Corner activities, and 60-90 minutes daily for ELA and Reading instruction (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups).

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

Current adopted curricula include: Bridges Math and Benchmark ELA, FOSS Science, TCI History/Social Science, SPARK PE, and Harmony SEL.

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

Current adopted curricula include: Bridges Math and Benchmark ELA with intervention extensions, Wilson Reading, FOSS Science, TCI History/Social Science, SPARK PE, Harmony SEL.

Opportunity and Equal Educational Access

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

Our academic bell schedule allots 75-80 minutes of math instruction and Number Corner activities, and 60-90 minutes daily for ELA and Reading instruction (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups for students reading below grade level).

Evidence-based educational practices to raise student achievement

Practices include small-group instruction, guided reading, number talks, and inquiry-based learning.

Parental Engagement

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

Title 1 funding is used to support two Reading Specialists who provide small-group guided reading support to students achieving below grade level. We conduct annual meetings with parents, teachers, and administrators to review spending and programs. A Title 1 letter is sent out annually and updates on programs are provided to the School Site Council. School Parent Teacher Organization and Coronado Schools Foundation provide funding to support enrichment programs which would otherwise encumber the general funds available for intervention staff. Our site has access to Clinical and ERMHS Counselors; counseling, training, and resources from Coronado Safe Harbor; and a Military-funded Family Life Counselor.

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)

Families are engaged in our school's Parent Teacher Organization, Coronado Schools Foundation, SSC, Student Anchored4Life Club, Title 1 Advisory Committee, and DELAC. Guardians are welcome to volunteer on campus in classrooms by meeting district health policies.

Funding

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

Title 1 funding provides Reading Specialist Support (1.2 FTE) and small-group reading support for students below grade level.

Fiscal support (EPC)

Title 1 Allocation of $170, 960.00 is spent on salaries and benefits for 1.2 FTE Reading Specialists.

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

The Silver Strand School Site Council, comprising certificated and classified staff, parents, and principal, met on 1/19/2022, 3/9/2022, and 4/27/2022 to review Safety Plan, site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 4/27/2022 meeting. Silver Strand staff and families had opportunities to review and revise goals in the SPSA in February and March in staff meetings and newsletter/attachments. The SPSA was approved by the Coronado Unified School District Board of Trustees at the 5/19/22 Board Meeting.

The SPSA an evolution of a former School Site LCAP and Strategic Plan, last approved in May 2019. The three-year cycle format of the LCAP was translated and updated in the SPSA in Spring 2019.

Resource Inequities

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

There are no identified resource inequities.

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	0.32%	0.28%	0.7%	1	1	2
African American	3.48%	2.22%	1.8%	11	8	5
Asian	0.63%	0.83%	1.4%	2	3	4
Filipino	1.58%	1.11%	2.1%	5	4	6
Hispanic/Latino	20.89%	25.56%	25.0%	66	92	71
Pacific Islander	0.32%	0.56%	0.7%	1	2	2
White	56.65%	53.89%	52.5%	179	194	149
Multiple/No Response	13.61%	10.56%	10.2%	43	38	29
			Total Enrollment	316	360	284

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	76	75	41
Grade 1	49	59	49
Grade 2	48	60	54
Grade 3	47	54	49
Grade 4	51	49	53
Grade 5	45	63	38
Total Enrollment	316	360	284

Conclusions based on this data:

1. Enrollment dipped between 2016-17 and 2017-18 as Lincoln Military Housing Development vacated properties for renovation. As they opened additional units in 2018, enrollment increased to previously maintained levels for school year 2019-20. Enrollment dropped during 20-21 school year due to COVID circumstances but at the time of this writing (2/14/22), enrollment is 332.

2. The number of students on inter-district transfers increased from 59 in 2016-17 to 76 in 2018-19 and there were 61 in 2019-20, also accounting for increase in enrollment. In school year 20-21, no new inter-district students were accepted due to COVID circumstances.

3. Demographics have fluctuated between 52-56% white over the past three years. The number of students identifying as Hispanic/Latino has grown since 2017, currently representing a quarter of our student population.

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	12	7	10	3.8%	1.9%	3.5%
Fluent English Proficient (FEP)	12	20	17	3.8%	5.6%	6.0%
Reclassified Fluent English Proficient (RFEP)	4	6	0	33.3%	50.0%	0.0%

Conclusions based on this data:

1. The number of English Language Learners at SSES increased in 20-21 to 3.5%, with a subsequent increase in services for students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45	49	49	42	46	45	42	46	45	93.3	93.9	91.8
Grade 4	41	56	49	38	55	46	38	55	46	92.7	98.2	93.9
Grade 5	58	53	38	56	51	35	56	51	35	96.6	96.2	92.1
All Grades	144	158	136	136	152	126	136	152	126	94.4	96.2	92.6

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

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

	Overall Achievement for All Students										
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2474.	2474.	2474.	52.38	36.96	42.22	16.67	41.30	26.67	16.67	13.04	17.78	14.29	8.70	13.33
Grade 4	2525.	2499.	2530.	44.74	40.00	47.83	31.58	23.64	30.43	21.05	20.00	10.87	2.63	16.36	10.87
Grade 5	2546.	2584.	2562.	33.93	52.94	45.71	39.29	33.33	28.57	16.07	7.84	22.86	10.71	5.88	2.86
All Grades	N/A	N/A	N/A	42.65	43.42	45.24	30.15	32.24	28.57	17.65	13.82	16.67	9.56	10.53	9.52

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

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.24	45.65	35.56	38.10	43.48	57.78	16.67	10.87	6.67
Grade 4	44.74	38.18	52.17	52.63	43.64	41.30	2.63	18.18	6.52
Grade 5	35.71	60.78	31.43	48.21	35.29	62.86	16.07	3.92	5.71
All Grades	41.18	48.03	40.48	46.32	40.79	53.17	12.50	11.18	6.35

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.24	32.61	35.56	38.10	58.70	57.78	16.67	8.70	6.67
Grade 4	47.37	36.36	32.61	50.00	45.45	54.35	2.63	18.18	13.04
Grade 5	50.00	56.86	45.71	33.93	37.25	40.00	16.07	5.88	14.29
All Grades	47.79	42.11	37.30	39.71	46.71	51.59	12.50	11.18	11.11

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.19	21.74	17.78	66.67	65.22	75.56	7.14	13.04	6.67
Grade 4	28.95	21.82	28.26	71.05	61.82	63.04	0.00	16.36	8.70
Grade 5	28.57	37.25	20.00	60.71	58.82	74.29	10.71	3.92	5.71
All Grades	27.94	26.97	22.22	65.44	61.84	70.63	6.62	11.18	7.14

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.48	45.65	31.11	45.24	45.65	62.22	14.29	8.70	6.67
Grade 4	47.37	30.91	30.43	50.00	52.73	63.04	2.63	16.36	6.52
Grade 5	42.86	58.82	42.86	46.43	35.29	54.29	10.71	5.88	2.86
All Grades	43.38	44.74	34.13	47.06	44.74	60.32	9.56	10.53	5.56

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

Conclusions based on this data:

1. The number of students exceeding standards in ELA has increased between 17-18 and 20-21. While the number of students not meeting standard has been consistently around 10%, there is fluctuation between the groups nearly meeting standard and meeting standard (increase in number of students nearly meeting standard and decrease in students meeting standard).

2. Between 18-19 and 20-21, our students in all grades performing above standard in reading decreased by 8%, while students at or near standards increased 12%, and students below standard decreased from 11% to 6%.

3. Reading, Writing, and Research/Inquiry are strengths among subscores; Listening skills are a consistent relative area of growth. However, the number of students performing below standard in writing has remained steady at 11-12%, while the number of students below standard in listening and research/inquiry has dropped below 10%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45	49	49	42	46	45	42	46	45	93.3	93.9	91.8
Grade 4	41	56	49	38	55	46	38	55	46	92.7	98.2	93.9
Grade 5	58	53	38	56	52	35	56	52	35	96.6	98.1	92.1
All Grades	144	158	136	136	153	126	136	153	126	94.4	96.8	92.6

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

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2449.	2450.	2473.	33.33	21.74	31.11	28.57	43.48	42.22	16.67	26.09	13.33	21.43	8.70	13.33
Grade 4	2518.	2498.	2527.	31.58	21.82	43.48	36.84	34.55	28.26	23.68	32.73	23.91	7.89	10.91	4.35
Grade 5	2545.	2581.	2553.	39.29	53.85	34.29	25.00	25.00	31.43	25.00	15.38	17.14	10.71	5.77	17.14
All Grades	N/A	N/A	N/A	35.29	32.68	36.51	29.41	33.99	34.13	22.06	24.84	18.25	13.24	8.50	11.11

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.48	41.30	37.78	33.33	36.96	51.11	26.19	21.74	11.11
Grade 4	42.11	43.64	52.17	42.11	32.73	41.30	15.79	23.64	6.52
Grade 5	46.43	63.46	31.43	35.71	26.92	48.57	17.86	9.62	20.00
All Grades	43.38	49.67	41.27	36.76	32.03	46.83	19.85	18.30	11.90

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.86	36.96	35.56	38.10	50.00	53.33	19.05	13.04	11.11
Grade 4	42.11	29.09	36.96	44.74	49.09	58.70	13.16	21.82	4.35
Grade 5	37.50	44.23	37.14	46.43	51.92	42.86	16.07	3.85	20.00
All Grades	40.44	36.60	36.51	43.38	50.33	52.38	16.18	13.07	11.11

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.48	23.91	46.67	38.10	63.04	40.00	21.43	13.04	13.33
Grade 4	42.11	30.91	45.65	50.00	47.27	50.00	7.89	21.82	4.35
Grade 5	35.71	53.85	37.14	48.21	36.54	60.00	16.07	9.62	2.86
All Grades	38.97	36.60	43.65	45.59	48.37	49.21	15.44	15.03	7.14

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

Conclusions based on this data:

1. The number of students in all grades meeting and exceeding standards in math has increased from 65% to 71% since 2017-18.

2. In all sub-categories, the numbers of students below standards has decreased to below 12%, with the greatest increases in students at or near standard.

3. Across all grades, 89% of students performed near, at, or above standard in all areas.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		4	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	4
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades										11	9	11

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

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*		*	*		*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	36.36		*	45.45	*	*	9.09	*	*	9.09	11	*	11

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

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*		*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	72.73		*	18.18		*	0.00	*	*	9.09	11	*	11

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

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*		*	*			*			*		*	*	
All Grades	*	*	0.00	*	*	45.45	*	*	27.27		*	27.27	11	*	11

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*		*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	36.36	*	*	45.45	*	*	18.18	11	*	11

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*		*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	80.00		*	10.00	*	*	10.00	11	*	10

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

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*	*	*	*		*	*	*	*	*
All Grades	*	*	18.18	*	*	54.55	*	*	27.27	11	*	11

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

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*	*	*	*		*	*	*	*	*
All Grades	*	*	9.09	*	*	63.64		*	27.27	11	*	11

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

Conclusions based on this data:

1. Silver Strand enrolled a statistically significant number of students who are English Language Learners in 2020-21.

School and Student Performance Data
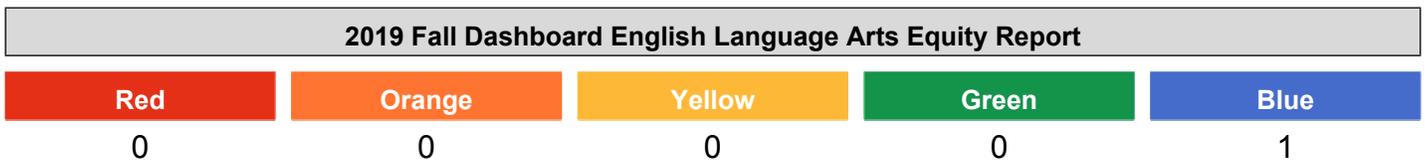
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
284	**17.3**	**3.5**	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	10	3.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	49	17.3
Students with Disabilities	37	13.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.8
American Indian or Alaska Native	2	0.7
Asian	4	1.4
Filipino	6	2.1
Hispanic	71	25.0
Two or More Races	29	10.2
Native Hawaiian or Pacific Islander	2	0.7
White	149	52.5

Conclusions based on this data:

1. Approximately 33% of our student population comprises students who are economically disadvantaged, have disabilities, and/or are English Learners.

2. Our largest demographic subgroup are students who identify as Hispanic (25%)

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Data from 2019: Students are continuing to achieve and improve in ELA (blue).

2. Data from 2019: Students are improving in mathematics, with room for improvement (green).

3. Data from 2019: Our chronic absenteeism and suspension rates warrant ongoing attention to maintain green levels.

School and Student Performance Data

Academic Performance
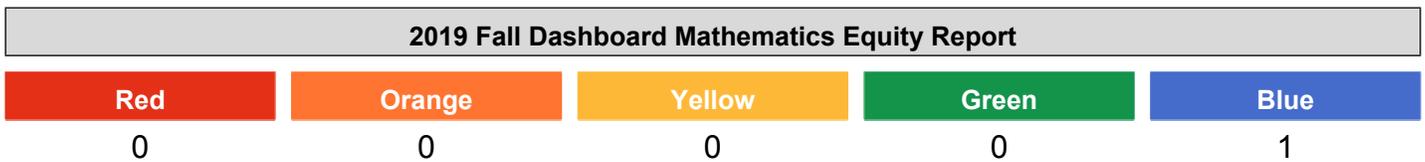## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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	No Performance Color	No Performance Color
51.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained ++2.5 points	8	
133		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	49.9 points above standard	29.8 points below standard
	Declined -13.2 points	Declined -4.3 points
	18	18

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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5		1	1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Blue
27.4 points above standard	39.6 points above standard	0 Students	63.2 points above standard
Declined -5.2 points	Declined -13.1 points		Increased ++14.2 points
34	19		69

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	Less than 11 Students - Data Not Displayed for Privacy	50.9 points above standard
2	6	Increased ++7.3 points
		122

Conclusions based on this data:

1. Data from 2019: Students with disabilities (18) declined 4.3 points in ELA, warranting attention; students who are socioeconomically disadvantaged declined by 13 points, warranting attention

2. Data from 2019: Our largest subgroup of students, who are Hispanic, declined 5 points in ELA, warranting attention.

3. Data from 2019: 19 students representing two or more races declined 13 points, warranting attention.
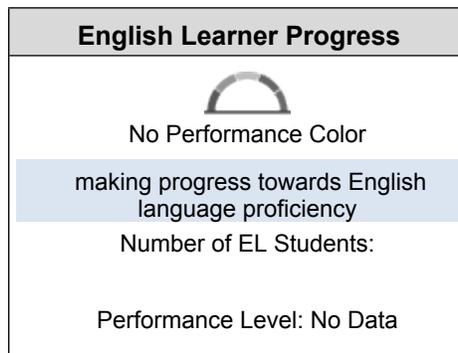
School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	1

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	No Performance Color	
30.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.4 points		
	8	
133		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	6.2 points above standard	44.1 points below standard
	Declined -13.9 points	Maintained ++1 points
	18	18

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		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5		1	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Blue
9.6 points above standard	37.4 points above standard		37 points above standard
Declined -11.7 points	Increased ++6.4 points		Increased Significantly ++15.9 points
34	19		69

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	Less than 11 Students - Data Not Displayed for Privacy	28.8 points above standard
2	6	Increased ++9.4 points
		122

Conclusions based on this data:

1. Data from 2019: Students with disabilities increased scores by 1.

2. Data from 2019: Hispanic students decreased scores by nearly 12 points, warranting attention. Students reporting two or more races increased 6.4 points.

3. Data from 2019: White students increased by 15.9 points, "increased significantly" from previous year

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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

Conclusions based on this data:

1. No conclusions due to lack of significant statistical data.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data
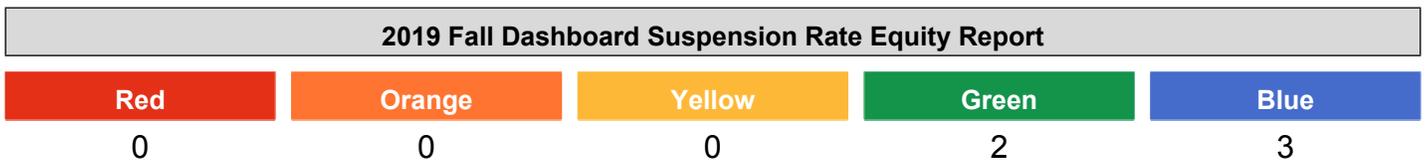
Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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**
Green	No Performance Color	No Performance Color
3.3	15.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.6	Increased +15.4	0
361	13	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Blue
Less than 11 Students - Data Not Displayed for Privacy	6.7	0
0	Maintained +0.1	Declined -1.8
	60	34

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
14	1	2	6

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	No Performance Color	Green
1.2	8.6	Less than 11 Students - Data Not Displayed for Privacy	2.6
Declined -0.6	Increased +6.2		Declined -1.7
83	58	1	196

Conclusions based on this data:

1. Data from 2019: Students with disabilities demonstrated increased attendance.

2. Data from 2019: Students representing two or more races increased absenteeism.

3. Data from 2019: Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention in the yellow zone.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. not applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
1.1	7.7	
Declined -0.5	Increased +7.7	
369	13	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Blue	Blue
	0	0
	Declined -2.1	Declined -3.6
	62	37

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
7.1	Less than 11 Students - Data 1	Less than 11 Students - Data 2	Less than 11 Students - Data 6
14			

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Green
1.2	0	Less than 11 Students - Data 1	1
Declined -0.6	Declined -2.4		Declined -0.5
85	61		199

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.1

Conclusions based on this data:

1. Data from 2019: Suspensions have been limited to one to two per year and declined in all areas.

2. Data from 2019: There is a need to monitor and track internal data on behaviors which do not result in suspension. (2022 Update: Internal tracking is in progress).

3. Data from 2019: The school is undergoing an MTSS process which encourages alternatives to suspension.

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

Learning

LEA/LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Goal 1

Silver Strand Elementary aims to address each student's strengths and growth through personalized goals, activities, and assessments; data-driven decision making; and access to intervention and enrichment opportunities and social-emotional supports.

Identified Need

Data in English Language Arts and Mathematics and likeliness of learning loss due to COVID-19 indicate the need to continue to provide support for students at their instructional level to achieve toward and beyond grade-level standards. We must maximize opportunities within our bell schedule and staffing to provide small-group and individualized instruction, intervention, and enrichment (Personalized Education Plan time, Academic Support and Enrichment groups, Specialized Academic Instructional services and co-teaching, and small group rotations with the classroom), with staffing by general education teachers, SpEd teachers, ASE teachers, and Instructional Assistants.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Achievement Metrics: Indicator: Listening skills are a consistent relative area of growth. The number of students performing below standard in writing has remained steady and the number of students performing above standard in writing decreased in 2020-21. Historical data indicates that students with disabilities, students socio-economically disadvantaged, and students who are Hispanic have declining scores/are performing below peers. 1. CAASPP ELA Scores 2. Benchmark Advance Interim Assessments monitor progress towards end of year reading	ELA Achievement Baselines 1. CAASPP ELA Scores 2020-21: Grades 3-5 performing at or above standard all areas: 74% 2. Benchmark Interim Assessments Baselines (note; missing data in part at all grade levels): SSES Overall Interim 1 2020-21: No data SSES Overall Interim 1 2021-22: 20% District Overall Interim 1 2021-22: 27% SSES Overall Interim 2: 2020-21: 79% SSES Overall Interim 2 2021-22: 38%	2022-23 Metrics 1. CAASPP ELA Scores: Grades 3-5 performing at or above standard in all areas: Increase to 76% in 2021-22 testing; Increase subgroup performance 2. Benchmark Interim Assessments: 2-4% increase in students' progress at end of year with all teachers participating consistently in data collection

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
and writing standards and identify students or curricular areas needing additional attention Interim 1 = Beginning of Year / Baseline Interim 2 & 3 = Mid Year Interim 1 = End of Year	District Overall Interim 2 2021-22: 42% SSES Overall Interim 3 2020-21: 66% SSES Overall Interim 3 2021-22: 47% District Overall Interim 3 2021-22: 52% Historical CAASPP Data: 2019-20: No statewide testing 2018-19: CAASPP ELA Average all grades: 73% All three grade levels demonstrated an increase in overall achievement scores between 2017 and 2019.	
Math Achievement Metrics: Indicator: Problem Solving, Modeling, and Communicating Reasoning are school-wide areas of focus 1. CAASPP Math Scores 2. Consider creating CAASPP Interim Assessments baseline in 2022-23 3. Bridges Unit Assessments	Math Achievement Baselines: 1. CAASPP Math Scores 2020-21: Grades 3-5 performing at or above standard in all areas: 71% 2. Bridges In Mathematics/Number Corner (NC) Assessment Checkup (CU): 2021-22 NC Baseline - All SSE Students Meeting & Approaching Standards: 72% 2021-22 NC CU 1 - All SSE Students Meeting & Approaching Standards: 70% 2021-22 NC CU 2 - All SSE Students Meeting & Approaching Standards: 75% 3. Consider creating CAASPP Interim Assessments baseline in 2022-23 Historical Benchmark CU Data: Bridges in Mathematics/Number Corner (NC) Assessment Checkup (CU) Baselines:	2022-23 Metrics: 1. CAASPP Math Scores: Grades 3-5 performing at or above standard in all areas: Increase to 73% from 71 % 2. CAASPP Interim Assessments? 3. Bridges Unit Assessments Bridges In Mathematics/Number Corner Assessments: The percentage of students scoring the in the approaching + meeting standards category will increase 1-3 percent.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-21 NC CU 2 - All SSE Students Meeting & Approaching Standards: 80% 2020-21 NC CU 3 - All SSE Students Meeting & Approaching Standards: 84% 2020-21 NC CU 4 - All SSE Students Meeting & Approaching Standards: 83% Historical CAASPP Data: 2019-20: No statewide testing 2018-19 CAASPP Math Average all grades: 67% 2017-18 CAASPP Math Average all grades: 65%	
Science Achievement Metrics Metric: 1. CAST Scores	Science Achievement Baselines: 2021-22: CAST scores pending 2020-21: CAST: No statewide testing 2019-20: CAST: No statewide testing 2018-19 CAST: 71% of 5th grade students met or exceeded the standards on the CAST Science Test. Earth and Space Sciences were a relative strength, and Life Sciences a relative area of growth.	2022-23 Metrics 1. Gradewide discussion on implementation of Foss units and exploration of CAST questions with potential focus on Life Science at grade levels. 2. Goal to increase performance to 73% or 2% above 2022 baseline
Innovation, VAPA, and Spanish Metrics Indicator: CSF funds Arts and STEAM pathways and schedules provides students K-5 access; new grant to fund Spanish instruction beginning in SY 2022-23 requires scheduling for student access K-5.	Innovation, VAPA, and Spanish Metrics 2021-22: Students resumed 90 minutes per week per semester of Innovation and VAPA Historical Data: 2020-21: Student access to live, in-person VAPA and Innovation Labs limited by COVID-19 and schedule constraints. 2019-20: All students experienced two 50-minute lessons in either VAPA or Innovation Lab per semester.	2022-23 Metrics: 1. All students have access to new Innovation Lab resources and curricula and VAPA 2. All students have access to Spanish instruction per schedule (between 20 and 45 minutes per week determined by grade level)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Physical Education Metrics: Indicator: Students missed in-person physical education entirely from March 2020 to June 2021. PE minutes were reduced between school year 2018-19 (baseline) and year (21-22). 1. Scheduling/minutes of PE 2. Fitnessgram Testing	PE Baselines 2021-22: Students in K-5 resumed 120 minutes/week of PE Fitnessgram: 100% of 5th graders tested (61/61). Students in the Healthy Fitness Zone: Pacer: 93% (57/61) Push up: 54% (33/61) Flexed arm hang: 61% (37/61) Curl up: 49% (30/61) Shoulder stretch: 84% (51/61) # of Students passing 4 out 4: 25 (41%) # of Students passing 3 out 4: 15 (25%) Percentage of students in healthy fitness zone in at least 3 of the 4 areas tested: 66% (40/61) Historical Data: 2020-21: Students missed in-person physical education entirely from March 2020 to June 2021. PE minutes were reduced between school year 2018-19 (baseline) and year (21-22). 2019-20: Students' time in PE reduced from 150 minutes per week to 130; no fitness data 2018-19 Data: Total number of students tested 52 Total number of students passed 6 out 6 – 38.5% Total number of students passed 5 out 6 – 73.1% Total number of students passed 38 out 52 - 73%	Metrics: 1. Scheduling: Maintain 120 minutes/week for PE in grades K-5. 2. Fitnessgram Testing: Increase 5th graders in the Healthy Fitness Zone in 3/4 areas to 70%; increase results in individual areas (push up, flexed arm hang)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

1.1: SSES will provide standards-aligned core curriculum, high-quality instruction, and assessments to in preparation for all students to graduate college and career ready.   • -Implement Year 4 of Bridges Math Curriculum, with a focus on consistency of unit implementation, assessments, data analysis, and appropriate implementation of intervention materials.   • -Implement Year of 3 Benchmark ELA Curriculum with continued training, and focus on assessments and interventions.   • -Define role of Lucy Calkins Writing Curriculum, integrating Benchmark ELA Curriculum where appropriate   • -Continue robust implementation of Foss Science curriculum   • -Implement arts integration unit at each grade level   • -Resume implementation of SPARK curriculum for PE, with training for new staff   • -Continue Year 3 of Project Lead the Way Curriculum in Innovation Lab

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies DoDEA Grant(s), Coronado Schools Foundation Block Grant, LCFF supplemental, Title I

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

Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 3
Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

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

Strategy/Activity

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

1.4 SSES will ensure access to effective 21st century curriculum, instruction, learning tools, assessments and extensions
- -Grade levels will identify most appropriate and effective online platforms and programs for delivery of curriculum, instruction, assessments, and extensions and apply them consistently.
- -All families will have efficient remote access to curricular resources (including intervention and extensions) in appropriate subject areas
- -Students will maintain1:1 access to devices in classrooms at SSES

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

Amount(s)	Source(s)
	District Funded
	General Fund

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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.

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

Implementation of intervention groups is dependent upon grant and Title 1 Funds as well as general fund allocations. Scheduling and staffing in Special Education is dependent upon IEP services stipulated per student.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication

LEA/LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

Goal 2

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

Identified Need

Family and community shareholders need access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students. Staff members need access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Educational Platform Metrics: Indicator: Accurate and accessible information about school schedules, events, and programming available to all shareholders 1. Teacher Implementation of new LMS Canvas 2. Family access to and facility with Canvas 3. Website updated with current information and programming 4. Updated and accurate bell schedules	Educational Platform Baselines: 1. LMS: A district committee including teachers from all sites agreed to adopt Canvas as the new Learning Management System. Teachers will be trained before the end of school year 2021-22, with implementation in school year 2022-23. 2. District and Site Websites and Communication Systems: District and site websites were transferred to a new platform and linked to a new communication system (Catapult) for school year 2021-22. Catapult is used to send newsletters and messages to families. School website has been updated in	Metrics 2022-23: 1. Teacher training and universal implementation of new LMS Canvas across grade levels as appropriate. 2. Family access to and facility with Canvas and units of study, curricular resources, weekly homework assignments and requirements, and progress reports (twice a year) 3. Website will reflect current and updated information about calendar/schedules, curriculum, and programs 4. Evidence of efficient and effective communication via Catapult in the event of emergency 5. Bell Schedules (teachers/IAs) will reflect collaborative process involving all grade levels and programs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	some areas but needs more attention. 3. Bell Schedules: Current school year bell schedule is in Excel and difficult to update and access. Historical Data: Due to COVID/remote learning, teachers used an array of platforms and programs including Google Classroom, PowerSchool, SeeSaw, Flipgrid, Jamboard, IXL etc. Report Cards recorded in Synergy. Previous website had outdated information in some areas.	and represent accurate updated schedule of classroom activities and will be visible to all staff via Google.
Staff and Family Communication Metrics: Indicator: Accurate and accessible information about school schedules, events, and programming available to all shareholders 1. Weekly communications from SSES Administration to Families and Staff	Staff and Family Communication Baselines: 1. Smore Newsletter platform is used for weekly communications between principal and families and principal and staff. Newsletters contains calendar, news, and events, with MTSS themes recently added. District Calendar Committee established monthly recognitions to include in newsletters. Preschool families would benefit from access to Strand Newsletter	Metrics 2022-23: 1. Ongoing weekly communications from SSES Administration to Families and Staff, aligned with District Communications and providing information about school schedules, news, plans, and events and information regarding safety and security of campus, staff, and students, with more in depth inclusion of information about curriculum and schoolwide themes evident.
Shareholder Participation Metrics: Indicator: COVID affected access to campus and activities. Family member involvement in school activities has decreased. 1. Increased family member participation and volunteering in School Site Council, PTO, Title 1, and resumption of Family Fun and Back-to-School and Open House events and	Shareholder Participation Baselines: 1. Family member participation in PTO meetings, School Site Council, and PTO activities has been limited since Spring 2020/COVID. Campus has been closed to volunteers between March 2020 and January 2022; resumption of campus family activities beginning in Spring 2022 (Open House). PTO meetings	Metrics 2022-23: 1. Increased family member participation and volunteering in School Site Council, PTO, Title 1, and resumption of Family Fun and Back-to-School and Open House events and subsequent increased awareness of school programming and facilities. 2. Increased involvement of and presence of community partners (public library, Safe

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
subsequent increased awareness of school programming and facilities 2. Increased involvement of and presence of community partners (public library, Safe Harbor, Coronado Historical Association, Recreation Dept, etc.)	held over Zoom have increased participation of community partners 2. Some community partners returning to campus in Spring 2022 after COVID closures, including public library, GREAT program, Coronado Historical Association. Historical Data: 2020-21: Collaborations include Coronado SAFE, Coronado Public Library, MOAA recognitions, MFLC Support. 2019-20: Collaborations include: Coronado SAFE classroom and campus programs, Everyone a Reader daily volunteers, Coronado Public Library partnerships, Coronado Optimist Club, Lions Club and MOAA recognitions, Police and Fire educational programs, Military supports including MFLC, LPL, BIGS and PALS, Lamb's Players, Zoo and Humane Society educational programs, and more.	Harbor, Recreation Dept, Coronado Historical Association, etc.) and subsequent student exposure to enrichment opportunities
Staff Collaboration Metrics: Indicator: Staff meeting were held virtually during COVID and collaboration schedules changed during remote learning and hybrid cohort schedules. Need to return to monthly rotation schedule. 1. Calendared and regular collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among SpEd staff and instructional	Staff Collaboration Baselines: 1. All-Staff meetings held monthly on Wednesdays, with unstructured opportunities for collaborations between grade levels and other programs on other Wednesdays. Some articulation meetings scheduled for Spring 2022. 2. Intermittent meetings between SpEd Staff and Instructional Assistants have occurred. 3. Staff meeting agenda is included in calendar updates and notes sometimes shared afterwards	Metrics 2022-23: 1. Calendared and regular monthly collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among SpEd staff and instructional assistants, and among whole staff. 2. Staff meeting agendas and notes available prior to meetings and afterwards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assistants, and among whole staff. 2. Staff meeting agendas and notes available prior to meetings and afterwards.	Historical Data: 2020-21: Limited time for staff meetings and collaborations due to hybrid schedule. Voyager Crew Council has not convened this year. 2019-20:Weekly PD meeting rotations facilitated monthly collaborations as whole staff, and between grade levels and intervention staff. Establishment of monthly Voyager Crew Council Meetings and continued monthly ACT Rep/Principal Meetings Bell Schedule facilitated daily grade-level collaborations when needed. Bell Schedule created challenges for regular collaboration between grade-level general education teachers and Special Education Teachers, which sometimes occurred after hours for pay.	
Safety Communications Metrics: Indicator: COVID has dominated communications regarding health and safety since Spring 2020. Regular scheduling and routines require resumption of safety/emergency preparations and communications. 1. Annual update of Safety/Emergency Plan and Site Council Approval 2. Schedule of monthly safety drills including provisions and practice for lunch/recess emergencies 3. Evidence of efficient communication via Catapult in the event of emergency	Safety Communications Baselines: 1. Safety Plan updated and modified drills resumed during school year 2021-22. 2. District and site websites were transferred to a new platform and linked to a new communication system (Catapult) for school year 2021-22. Catapult is used to send newsletters and messages to families.	Metrics 2022-23: 1. Annual update of Safety/Emergency Plan and Site Council Approval by January 30th 2. Resumption of monthly safety drills including provisions and practice for lunch/recess emergencies

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.1 UPDATE
Family and community shareholders will have access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students.
- -Weekly Smore newsletters to staff and families which includes information about new curricula and programs and schoolwide themes
- -Regular progress reporting and sharing of assessment data
- -School Website information updated regularly
- -Encouraged participation in School Committees: SSC, PTO, Title 1
- -Fall Back-to-School Night and Spring Open House opportunities open to all families
- -Fall and Spring Family Conferences
- -Family participation in SST and IEP meetings
- -Encourage parent and community volunteering
- -Continue hosting monthly family-friendly events in conjunction with PTO and local organizations

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

Amount(s)	Source(s)
	Site funds and District PD funds, PTO

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

All

Strategy/Activity

2.2 UPDATE
 Staff members will have access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.
- -Weekly Staff Bulletin
- -Outlook Calendar Invites
- -Midweek Email Updates
- -Monthly All-Staff Meetings
- -Monthly Staff Subgroup alignment and articulation meetings
- -Monthly ACT Rep/Principal Meetings

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

Amount(s)   Source(s)

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

Strategy/Activity

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

Amount(s)   Source(s)

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

Strategy/Activity

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

Amount(s)   Source(s)

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.

Communication between families and school and among staff have been affected by COVID/remote learning/Online platforms. School Year 2022-23 will have a focus on in-person activities and accessibility.

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

None

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

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

Support

LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Goal 3

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional supports and services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

Identified Need

All students need safe and clean facilities and learning environments and access to FAPE and intervention supports. Staff need safe and clean facilities and a supportive and professional working environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Safe, Secure, and Clean Facilities Metrics: Indicator: Students were off campus and/or in hybrid half-day cohorts between March 2020 and June 2021, reducing traffic and safety concerns. Resumption of regular schedule and full student population, volunteers, and regular activities during school year 2021-22 and beyond necessitates return to safety measures and vigilance. 1. Evidence of secure, safe, and clean school facilities 2. Published and approved safety plan 3. Emergency supplies in each classroom 4. Monthly safety drills	Safe, Secure, and Clean Facilities Baselines: 1. Evidence of secure, safe, and clean school facilities: a) Damaged playground equipment was removed during school year 2021-22; ongoing need for new kindergarten playground equipment b) Lunch and snack tables are rusty and in need of replacement c) Ongoing cleanout of shed storage and Room 702 d) Ongoing renovation and re-equipment of Library and Innovation Lab spaces; completion of Strand Hall repainting 2. Safety Plan approved in January 2022	2022-23 Metrics: 1. Evidence of secure, safe, and clean school facilities: a) Ample and safe playground equipment on both playgrounds b) New lunch and snack tables for school year 2022-23 c) Room 702 cleaned and organized as a resource space for staff d) Completion of renovation of Library and Innovation Lab spaces 2. Published and School Site Council-approved safety plan by January 30, 2023 3. Replenishment of emergency supplies for all classrooms and disaster drill planning and practice

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5. Proper supervision of students throughout the school day and entering and exiting campus 6. Safe traffic, drop-off and dismissal procedures, including crossing guard 7. Coordination with district M&O, military, and police and fire agencies.	3. Need for updated emergency supplies in classroom backpacks and disaster drill practice 4. Modified monthly drills in place during school year 2021-22 5. Incidents of student elopement through campus gates; alarms installed; appropriate supervision provided and cameras deployed and observed by front office; elopement protocols developed and included in Safety Plan; use of radios among PE, Recess, Admin, Counseling, and SpEd staff implemented. 6. Student lineups and gate supervision protocols modified to increase student safety and supervision. Crossing guard hired and trained; resumption of 5th grade curbside hosts; family communications and monitoring of drop-off protocols. 7. Regular appearance of CPD at Friday Flagpole assemblies and efficient response to safety concerns by SRO.	4.Schedule and implementation of full monthly safety drills, including practice for recess and lunch emergencies 5. Continued monitoring of gates and provision of appropriate supervision before, during, and after school. Consistent use of radios among appropriate staff and monitoring of cameras. 6. Increased communications (Video, signage) and guidance regarding safe traffic, dropoff and dismissal procedures. Ongoing support of crossing guard position during dropoff and pickup. Maintenance of Curbside Host Program. 7. Continued coordination with district M&O, military, and police and fire agencies.
Lunch/Recess Support and Safety Metrics: Indicator: Students did not experience active recess on campus between March 2020 and June 2021. Discipline data demonstrates that most student safety concerns related to behavior occur during recesses and/or lineup times. 1. Discipline Data, minor infractions pilot data 2. Adequate Staffing for Supervision 3. Evidence of Implementation of Playworks Practices	Lunch/Recess Support and Safety Baselines: 1. Discipline Data: During School Year 2021-22 at time of publishing (3/8/22), 44 of 58 behavior incidents (harassment, physical aggression, inappropriate language) occurred at recesses and/or lineup times. Teachers are not always made aware of behavior incidents which occur with students outside of their classrooms. 2. SSES currently provides four morning recess	2022-23 Metrics 1. Evidence of decreased number of behavior incidents at lineup/recess times; minor infractions pilot data 2. Evidence of adequate and trained supervisory staff at recesses and lunch 3. Implementation of Playworks recess programming involving all staff and student leaders 4. Communication channels established between staff and teachers about behavior

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	supervisors and five lunch/recess supervisors. 3. Both CUSD elementary schools contracted with Playworks	infractions during recess/lunch/Specials
Professional Development Metrics Indicator: Planning and Professional Development time must be structured to balance the need for district-wide trainings on new curricula, programs and needs; team collaborations; student progress and data review; and whole-staff meetings. 1. Weekly rotation of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time. 2. District professional development to reflect curricular and social-emotional needs of students and consequent training for teachers.	PD Baselines: 2021-22: District Professional Development included Benchmark Training, Equity/MTSS Training, Conflict Resolution Center Training, training on new LMS Canvas Historical Data: 20-21: COVID Hybrid schedule disrupted normal rotation of meetings/PD. Teachers have limited collaboration time with SpEd colleagues in hybrid schedule. Teachers express need for ongoing monthly planning time for implementation of new curricula. Teachers appreciate "Team" release time on site.	2022-23 Metrics 1. Weekly rotation/balance of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time. 2. District professional development to reflect curricular and social-emotional needs of students and consequent training for teachers (TCI Social Studies Curriculum, MTSS, etc.)
ELD Achievement Metrics Indicator: Population of English Learners has increased at Strand, increasing need for resources 1. Percent of English Learners demonstrating annual growth on ELPAC 2. Reclassification Rate Indicator: All English Learners receive integrated and designated English Language Development 1. Each student receives 30 minutes of pull out Designated English Language Development with an	ELD Achievement Baselines: 2021-22: On census day (10/6/21) Silver Strand enrollment = 22 English Learners; During the 2021-2022 school year there have been 2 students reclassified. 100% of English Learners receive 30 minutes daily of designated English Language Development with an Academic Support Teacher Historical Data: Spring 2019- Spring 2021 = 100% showed growth on the overall scale score During the 2019 - 2020 and 2020-2021 School Years no	2022-23 Metrics: 1. 100% of English Learners will continue to demonstrate growth on the ELPAC 2. Eligible students will be reclassified. 3. Consistent staffing and implementation of ELD supports in addition to reading group support (small-group and use of curriculum resources) and demonstration of individual growth/reclassification.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Support Teacher trained in ELD 2. Each student receives ELD supports IN ADDITION to ELA/Reading	students were eligible for reclassification, therefore Silver Strand did not reclassify any students. Classroom teachers utilized curriculum and resources to provide integrated and designated English Language Development for our emerging bilingual students	
Student Support Metrics: Indicator: Ongoing need for additional proactive and responsive counseling supports 1. Staffing Levels and availability of Clinical Counselor, MFLC, and ERMHS 2. Programming/Impact based on data 3. Piloted screener 4. Collaboration with community resources such as Coronado Safe Harbor	Counseling Support Baselines: 2021-22: 1. With additional funding, part-time counselor was increased to full time for school year 2021-22, expanding availability to and opportunities for intervention and collaboration with staff. 2. SSES MFLC returned to campus in person for school year 2021-22. Connections Room remained closed to students, but resources/toys/activities were made available outside during lunches and recess. 3. One student assigned ERMHS counseling; 16 students receive counseling services per IEP Historical Data: 20-21--.50 FTE Clinical Counselor • -.25 ERMHS Counselor/Behavior Support • -Full-time MFLC providing services to students and families remotely. 2019-20: • -.50 FTE Clinical Counselor • -.125 Educationally-Related Mental Health Counselor	2022-23 Metrics 1. Group and individual supports, classroom presentations, and counselor schedules aligned with data and campus (students, services per IEP, incidents and trends) needs 2. Pilot use of social-emotional screener to determine need for counseling support for gen ed students and to monitor progress made. 3. Increased collaboration and communication between school staff with MFLC as appropriate and within guidelines of MFLC program 4. Increased collaboration with Coronado Safe Harbor as evident through on campus resources.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• -Full-time MFLC provided through Military Partnership	
Special Education Student Achievement Metrics: Indicator: Students with IEPs are performing below peers; student minutes and staff scheduling can be optimized. 1. Staffing and Scheduling: allocation of SpEd services; assignment of Specialized Academic Instruction minutes; collaboration time for gen ed and SpEd staff. 2. Student Progress on goals/assessments and progress reports 3. Trainings for Staff in disabilities and special education, behavior, and differentiated instruction.	SpEd Baselines: 2021-22: Addition of Mod/Severe SpEd teacher to create full-spectrum program at SSES as well as new Mild/Mod teacher; addition of two RBTs; two student teachers supporting instruction during school year HIstorical Data: 2020-21: Students received services in person via Zoom in reading, math co-teaching, SAI, and other. Adequate collaboration time for gen ed and SpEd teachers was not built into hybrid schedule, with IEPs on Fridays and services extending into common prep/lunch time. 2019-20: Most students with SpEd services had access to small reading groups with SpEd teacher all days except Wednesdays; are included in gen ed for remaining instructional time. Most students receive math support via co-teaching and some goal SAI time. ELA: Students with disabilities (18) declined 4.3 points in ELA, warranting attention.students who are socioeconomically disadvantaged declined by 13 points, warranting attention.	2022-23 Metrics 1. Staffing and Scheduling: Optimization of resources of full spectrum of SpEd services as they relate to caseloads, service minutes, and aide/RBT assignments. Evidence of targeted Specialized Academic Instruction minutes in addition to or parallel to general education instruction as appropriate aligned with individualized IEP goals. Evidence of collaboration time reserved for co-teachers and grade levels in professional development calendar and prep schedule. 2. Progress: Students' demonstrable individual progress on goals as evident in assessments and progress reports. 3. Training for all staff: Ongoing professional development for all staff in disabilities and special education, behavior, and differentiated instruction.
Multi-Tiered Systems of Support Metrics: Indicator: MTSS Process Rubric outlines areas/tasks for completion; campus, student, and staff messaging of schoolwide agreements is an area of growth	Multi-Tiered Systems of Support Baselines: 1. Schoolwide Expectations Matrix posted and progress toward additional signage including recess game rules on playground. Beginning plans of additional	2022-23 Metrics: 1. Evidence of schoolwide and environment-specific expectations visible in all areas and reinforced in newsletter, classrooms, and Friday Flagpole/announcements. Implementation of schoolwide

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Evidence of schoolwide and environment-specific expectations visible and reinforced 2. Discipline/interventions practices and data, including pilot of tracking of minor recess infractions for preventive action 3. Implementation of Harmony Curriculum and practices 4. Opportunities for involvement of students in peer support and campus culture 5. Opportunities for Staff Development/Trainings 6. Coordinated plan for and implementation of student recognitions program	banners/murals/exterior wall painting. Schoolwide themes calendar developed and published and highlighted in Newsletters and in in-person and Friday Flagpole videos. 2. Voyager Support Form used by some staff to record major behavior events and spreadsheet for tracking inaugurated. As of 3/8/22 and out of 331 students enrolled, 58 behavior incidents involving 35 students were recorded in areas of harassment, physical aggression, defiance, and language. 3. Most teachers implementing Harmony curriculum and lessons on a weekly basis. 4. No Place for Hate Club evolved to Kindness Club and planned activities for GKC; Kinderbuddies, Garden Guardians, Curbside Hosts, Anchored4Life, and Playworks Recess Leadership opportunities implemented for mainly upper-grade students . 5. MTSS and Equity Committees attended Equity trainings from SDCOE and shared learnings with staff; Conflict Resolution Centered offered training for all staff in school year 2021-22. 6. Students were recognized by outside agencies (Letters to the Troops/MOAA and Masonic Lodge) and shout-outs provided by teacher or peers per grade level for Smentcils at Friday Flagpole on a monthly basis Historical Data: 2020-21: Progress on MTSS paused due to COVID concerns and priorities; inauguration of No Place for	themes/district calendar, with family engagement/extension opportunities 2. Discipline/interventions practices and data: Reduce number of major behavior infractions to less than 50 with focused support on recess/lineup times. 3. Evidence of consistent implementation of Harmony Curriculum morning meet-ups, buddy ups, and unit lessons across grade levels 4. Evidence of opportunities for involvement of students in peer support and campus culture: upper-grade mentorship rotations (Curbside Hosts, etc., lunch and after-school clubs including A4L and Kindness Club; published guide to opportunities and expand them. 5. Evidence of opportunities for Staff Development/Trainings calendared in areas of student support, SEL, MTSS, and equity 6. Published coordinated plan for and implementation of student recognitions program

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hate Committee and activities; involvement of staff in District Equity Committee; schoolwide themes mural painted on playground wall through CoSA partnership in Spring 2021. Teachers and families submitted shout-outs online which were read on FF videos. 2019-20: 2nd Year of MTSS Committee Work: Schoolwide Agreements established, flowcharts and schoolwide messaging in development, draft Intervention Communication Forms. Implementation of three Harmony lessons per grade level per year, morning meetings. Student Council disbanded in 2019-20 but student involvement expanded to include buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)	
Attendance Metrics Indicator: Student attendance and approach to student absences were greatly influenced by COVID illnesses and protocols. There is an expected need for emphasis on consistent regular attendance for healthy students as COVID risk decreases and regular attendance tracking resumes. 1. Average Daily Attendance 2. Chronic Abseenteeism Rate per Dashboard	Attendance Baselines: 2021-22: Attendance greatly impacted by COVID-19 Dashboard Data not available; attendance greatly influenced by COVID illnesses and protocols. Historical Data: 2020-21: Absenteeism not measured due to COVID-19; interventions conducted for students not regularly attending. 2019-20: Data unavailable 2018-19: Students with disabilities demonstrated increased attendance. Students representing two or more races increased absenteeism.	2022-23 Metrics: 1. Increase in overall ADA as COVID risk decreases 2. New baseline established by Dashboard Data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention.	
Student Enrichment Metrics: Indicator: COVID has impacted access to both free and fee-based (beyond school day) extension opportunities within and beyond the school day 1. Opportunities for extended learning both within and before and after school, including clubs, field trips, activities offered by volunteers	Student Enrichment Baselines: 2021-22: 1. Before- and after-school enrichment opportunities were suspended between Spring 2020 and Fall 2021. Free CSF-funded Band and Choir programs resumed in fall 2021, and Operation Pals for kindergarteners was offered by Military SLO in Spring 2022. Rotations of after-school clubs have not resumed. 2. Some teachers are implementing programs--e.g., 5th Grade Business Days, 4th grade Genius Hour	2022-23 Metrics: 1. Evidence of increase in opportunities for extended learning before and after school. 2 Evidence of increase in opportunities for extended learning within the school day.
Academic Support and Enrichment (ASE) Metrics: Indicators: Annual decreases in ASE staffing due to grants expiring, staff attrition/reassignments. Students in general education not meeting grade level standards in reading and math benefit from additional support and intervention (small group and/or additional instructional time) 1. Staffing: ASE and SpEd staffing levels (FTE) and number of students accessing intervention resources (dependent upon funding available, including grant allocations and general fund and staffing allowances) 2. Scheduling: Grade-level and intervention reading group time optimized to provide maximum minutes of support	ASE Baselines 2021-22 staffing baseline is 1.3 FTE Title 1 Reading Support, .40 ELD, and .40 ASE Reading (shift in staffing to ELD due to increased needs in 2021-22 from prior year). Bell schedule and teacher scheduling was designed to maximize support for students most below grade level. Historical Data: 2020-21: Continuation of ASE support in reading (not math) with Title 1 and general education funds to provide small-group supports at all grade levels. 2019-20: Students identified at each grade level by percentage or number per class for ASE/Intervention services. Monthly ASE and grade-level articulations to recalibrate	2022-23 Metrics 1. Staffing: ASE staffing levels will be maintained or increased to ensure students demonstrating the lowest achievement in Reading (approximately 20%) will have access to intervention resources commensurate with small-group guided reading support at instructional level as well as additional instructional time (as compared with grade-level peers) as evident from staffing resources. 2. Scheduling: Grade-level and intervention reading group time will be optimized to provide maximum minutes of support for students most below grade-level standard as evident in school and teacher schedules. 3. Progress: Students will make demonstrable individual

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
for students most below grade-level standard as evident in school and teacher schedules 3. Progress: Students' demonstrable individual progress toward grade-level standards as evident in student assessments.	small groups in reading and math. MAP/MPG and DRA2 or RW baseline scores used to determine student progress in reading/Benchmark unit assessments for math. .70 FTE of ASE Intervention was eliminated at the end of school year 2020, and supplementary gen ed math intervention support has not been offered since SY 2019-20 when grant funding ended).	progress toward grade-level standards as evident in student reading assessments. 2022-23 Metrics 1. Math Intervention: Determine data used to support

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 SSES will maintain safe and clean facilities and learning environments
- -Update Safety/Emergency Plan in early Fall and convene Site Council for approval before January.
- -Schedule staff meeting for emergency drill and supply review in fall
- -Publish monthly safety drill calendar in fall
- -Develop and communicate coordinated traffic and arrival and dismissal gate and line up plans with appropriate supervision prior to first day of school including identification and training of crossing guard; monitor gates and consistently use radios to increase communication and supervision
- -Order equipment and open school with new lunch tables and safe and ample playground equipment
- -Enlist support from Learning Department and M&O to discard obsolete curriculum and supplies in room 702 and shed, store furniture, and organize space for collaboration.
- -Furnish and prepare new Innovation Lab space for School Year 2022-23
- -SSES will make schoolwide and environment-specific expectations visible in all areas and reinforced in newsletter, classrooms, and Friday Flagpole/announcements
- -Hire adequate staff and train to implement Playworks recess programming; train student leaders and reinforce practices throughout the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded general Fund

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

All

Strategy/Activity

3.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions
- -Bell schedule will address need for small-group rotations and interventions as well as PEP time within classrooms for extension and intervention.
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.
- -Staff will identify relevant data to appropriately refer students for ASE/intervention small groups and adjust instruction in ELA and math; Students most below grade level in reading will be prioritized for Title 1 and ASE interventions (Tier 2) in those areas
- -Students eligible for ELL instruction will be supported with targeted instruction at their instructional level
- -Staff will receive additional professional development on integrated and designated English language development strategies and standards.
- -Collaboration and training will be offered to identify and implement enrichment and extension activities in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year.
- -Monthly Grade level and program (ASE/SpED/ELL) articulation meetings will be established as part of the SST process, to discuss and implement interventions and supports for students with emerging academic or behavioral concerns.

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

Amount(s)   Source(s)

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

Students receiving services under Special Education

Strategy/Activity

3.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education

- -Provide support, training, and planning time for inclusion practices (including co-teaching)
- -Provide additional intervention support in math and reading for students most below grade level.
- -Develop bell schedule to maximize student access to resources and staff efficacy.
- -Provide trainings for Certificated and Classified Staff in best practices in instruction and behavior support
- -Prep Time, Grade Level and Program Articulation Meetings, as well as the SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

All

Strategy/Activity

3.4 SSES will continue progress on Multi-Tiered Systems of Support and Implementation of SEL

- -Post schoolwide and environment-specific expectations visible in all areas and reinforce in newsletter, classrooms, and Friday Flagpole/announcements. Implement of schoolwide themes/district calendar, with family engagement/extension opportunities.Continue development of Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners.
- -Focus heavily on lineup and recess safety protocols at the beginning of the year through classroom discussions and Friday Flagpole
- -Provide staff with collaboration time to plan for consistent implementation of Harmony Curriculum morning meet-ups, buddy ups, and unit lessons across grade levels
- -Plan and publish guide for opportunities for involvement of students in peer support and campus culture: upper-grade mentorship rotations (Curbside Hosts, etc., lunch and after-school clubs including A4L and Kindness Club)
- -Provide time for MTSS/Equity Committee to share learnings with all staff
- -Published coordinated plan for implementation of student recognitions program
- -Maintain current level of counseling FTE and partnership with MFLC and ERMHS; increase collaboration among CUSD and community resources.
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Harmony, Department of Defense

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

All

Strategy/Activity

3.5 SSES will monitor and support consistent attendance, with provisions for individual and public health and wellness
- -encourage parent and family communication with school
- -provide counseling supports
- -consider Saturday School opportunity each semester

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

Amount(s)	Source(s)
	Site or District funds

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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

Strategy/Activity

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

Amount(s)   Source(s)

	LCFF Supplemental

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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.

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their families) are safe, and supported with SEL, counseling, and material/technological resources.

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

Emergency funds may assist with contingent plans.

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.

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their

families) are safe, and supported with SEL, counseling, and material/technological resources. Changes are reflected throughout SPSA Goals in "COVID-19 Provisions" sections.

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	$170,308.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

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 ($)

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

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

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
Title I	$170,308.00	170,308.00
General Fund	$30,820.00	30,820.00

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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

1 Parent or Community Members

Name of Members	Role
Jennifer Moore	Principal
Sarah Yakutis	Classroom Teacher
Catie Bartczak	Classroom Teacher
Gisele Renly	Classroom Teacher
Kimberley Junk	Other School Staff
Lindsay Stone	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5-6-20.

Attested:

Principal, Jennifer Moore on 4-27-2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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