



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bishop Elementary	43 69690 6049142	September 5, 2024	October 24, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Bishop Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Students with disabilities and students with two or more races were identified as performing very high in the area of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Bishop Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Students with disabilities and students with two or more races were identified as performing very high in the area of

This plan is closely aligned with our district LCAP. Goals 1-4 are based directly on LCAP & Strategic plan goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Last year the School Site Council reviewed portions of the existing SPSA at every meeting throughout the year and gave input on each goal area in preparation for the annual update. The School Site Council (SSC) also reviewed the goals for the District's Local Control and Accountability Plan (LCAP) in February 2024, and provided feedback and input that informed the goals, actions, and strategies for the 2024 - 2025 School Plan for Student Achievement (SPSA). Those meetings were held on the following dates: September 7, 2023, October 26, 2023, December 7, 2023, February 29th, 2024, May 16, 2024.

In addition, the English Language Advisory Committee (ELAC) reviewed elements of the plan at meetings held on the following dates: September 7, 2023, November 9, 2023, February 8, 2024, April 11, 2024. Parents present at those meetings had the opportunity to give input on the SPSA as it relates to English Learners. Parents, teachers and staff, had the opportunity to provide feedback and input into LCAP goals during a stakeholder meeting.

A summary of school goals from the current SPSA is included in the Staff Handbook, which is updated annually. Administrators shared an update on those goals at the May 29th, 2024 staff meeting and solicited input on the proposed goals. The complete plan is available to all staff members in print and online in a variety of locations.

As we implement these goals, all community partners are committed to developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not Applicable

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In 2023 Bishop was in the red indicator area for Chronic Absenteeism and more specifically, Asian and socioeconomically disadvantaged students were considered chronically absent. This year we implemented weekly attendance meeting with families that were truant. The purpose of these meetings were to build relationships, understand the cause of the absences, as well as discuss interventions that would promote consistent student engagement. We implemented student incentives to encourage attendance as well as accountability.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In the English Language Arts Indicator, four student groups scored two performance levels below the "all student" performance. These student groups were English Learners, Socio-Economically Disadvantaged students, Students with Disabilities, and Hispanic students. During the 2023-2024 school year, the school began implementation of a newly adopted phonics program, Really Great Reading. This implementation has shown a positive impact for students, but will require further implementation to maximize the positive impacts for students. In addition, the school provided targeted intervention supports for students within the identified student groups through a Direct Student Services Teacher on Special Assignment. This teacher provided strategic support in identified areas of needs to address learning needs. Bishop conducted regular reviews of students performance for our target student groups during data team meetings and collaboration days. These groups identified areas of need and next steps to support students.

In the Math Indicator, one student group scored two performance levels below the "all student" performance. This student group is Students with Disabilities. During the 2023-2024 school year, a new math curriculum was implemented to support alignment of math instructional practices and a clearer scope and sequence. Bishop conducted regular reviews of students performance for our target student groups during data team meetings and collaboration days. These groups identified areas of need and next steps to support students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on our local assessment data, we believe that continuing to incorporate and expand Culturally Responsive Teaching Practices and Social Emotional supports will also benefit our target student groups. To support monitoring of student progress toward these goals, we will use the Panorama Survey data.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bishop Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	4.24%	1.99%	1.12%	16	9	5
African American	1.06%	1.33%	0.67%	4	6	3
Asian	7.43%	10.84%	10.54%	28	49	47
Filipino	6.10%	5.31%	4.48%	23	24	20
Hispanic/Latino	54.38%	59.96%	65.70%	205	271	293
Pacific Islander	2.12%	1.55%	1.57%	8	7	7
White	16.71%	12.61%	11.88%	63	57	53
Multiple/No Response	6.10%	5.09%	3.59%	23	23	16
Total Enrollment				377	452	446

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	13	36	34
Kindergarten	66	109	75
Grade 1	64	67	78
Grade 2	60	74	62
Grade 3	56	66	74
Grade 4	60	64	62
Grade 5	71	72	65
Total Enrollment	377	452	446

Conclusions based on this data:

1. Our TK enrollment has more than doubled since 21-22 from 13-34.
2. We have steadily increased our Hispanic population, but have declined in American Indian.
3. Bishop's enrollment has remained steady over the last two years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	192	226	196	40.0%	50.9%	43.9%
Fluent English Proficient (FEP)	38	51	52	13.3%	10.1%	11.6%
Reclassified Fluent English Proficient (RFEP)	16	28	26	4.2%	6%	5.8%

Conclusions based on this data:

1. Our English Learner population declined over the last year. Due to the cost of living in our area, our student population tends to be transient. We tend to get an influx of English Language Learners in January because in other Spanish speaking countries, this is the end of their school year, so some of them relocate at that time.
2. We have steadily reclassified English Learners the past two years, and this past year more than 10% of our English Language learner population. This is partially due to the focused work that teachers have done around the English Language Proficiency Assessment. Teachers are utilizing this assessment and are backwards mapping to ensure students are set up for success.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	56	63	0	53	61	0	53	61	0.0	94.6	96.8
Grade 4	66	60	60	0	56	60	0	56	60	0.0	93.3	100.0
Grade 5	59	66	71	0	65	70	0	65	70	0.0	98.5	98.6
All Grades	187	182	194	0	174	191	0	174	191	0.0	95.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.	2384.		15.09	11.48		11.32	19.67		16.98	24.59		56.60	44.26
Grade 4		2418.	2443.		10.71	26.67		16.07	13.33		25.00	20.00		48.21	40.00
Grade 5		2463.	2427.		10.77	4.29		24.62	18.57		21.54	15.71		43.08	61.43
All Grades	N/A	N/A	N/A		12.07	13.61		17.82	17.28		21.26	19.90		48.85	49.21

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.21	9.84		43.40	65.57		43.40	24.59
Grade 4		5.36	16.67		58.93	55.00		35.71	28.33
Grade 5		10.77	2.86		63.08	55.71		26.15	41.43
All Grades		9.77	9.42		55.75	58.64		34.48	31.94

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.32	4.92		43.40	54.10		45.28	40.98
Grade 4		5.36	16.67		58.93	53.33		35.71	30.00
Grade 5		10.77	7.14		58.46	44.29		30.77	48.57
All Grades		9.20	9.42		54.02	50.26		36.78	40.31

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55	4.92		75.47	80.33		16.98	14.75
Grade 4		1.79	6.67		80.36	75.00		17.86	18.33
Grade 5		10.77	8.57		78.46	64.29		10.77	27.14
All Grades		6.90	6.81		78.16	72.77		14.94	20.42

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55	8.20		60.38	63.93		32.08	27.87
Grade 4		7.14	13.33		66.07	68.33		26.79	18.33
Grade 5		13.85	4.29		58.46	60.00		27.69	35.71
All Grades		9.77	8.38		61.49	63.87		28.74	27.75

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Conclusions based on this data:

1. In reading, students are minimally growing from last year to this school year. This extends to writing and listening as well. We recently implemented a new phonics program and with any new program, it takes time to see the impact. In addition, we utilize a diagnostic assessment to help target individual student needs and provide small group instruction to address those needs. English language learners will continue to be a focus group discussed during our data team meetings to ensure student needs are being addressed.
2. Writing significantly declined in 3rd and 5th grade, but grew in 4th grade. Over the past few years, writing has been a focus area and 4th grade has embraced this work. We have brought in outside trainings over the past few years, but because there is not a writing curriculum, teachers continue to struggle to sequence writing lessons and provide specific feedback to students to enhance their writing. One things that we are finding in relation to our English Language learners is that they are needing a more explicit approach, especially as they are learning how the English Language operates. This can be done through designated ELD, but also needs to be integrated.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	56	63	0	55	63	0	55	63	0.0	98.2	100.0
Grade 4	66	60	60	0	60	60	0	60	60	0.0	100.0	100.0
Grade 5	59	66	71	0	65	70	0	65	70	0.0	98.5	98.6
All Grades	187	182	194	0	180	193	0	180	193	0.0	98.9	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2377.	2384.		10.91	7.94		16.36	19.05		18.18	20.63		54.55	52.38
Grade 4		2424.	2462.		10.00	18.33		16.67	21.67		21.67	30.00		51.67	30.00
Grade 5		2439.	2439.		7.69	10.00		7.69	10.00		29.23	24.29		55.38	55.71
All Grades	N/A	N/A	N/A		9.44	11.92		13.33	16.58		23.33	24.87		53.89	46.63

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.91	6.35		32.73	47.62		56.36	46.03
Grade 4		15.00	28.33		36.67	35.00		48.33	36.67
Grade 5		7.69	12.86		32.31	34.29		60.00	52.86
All Grades		11.11	15.54		33.89	38.86		55.00	45.60

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.73	11.11		34.55	49.21		52.73	39.68
Grade 4		3.33	20.00		46.67	43.33		50.00	36.67
Grade 5		6.15	8.57		38.46	40.00		55.38	51.43
All Grades		7.22	12.95		40.00	44.04		52.78	43.01

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.18	12.70		52.73	60.32		29.09	26.98
Grade 4		10.00	16.67		45.00	53.33		45.00	30.00
Grade 5		6.15	7.14		52.31	54.29		41.54	38.57
All Grades		11.11	11.92		50.00	55.96		38.89	32.12

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Conclusions based on this data:

- Those students performing above standard on "concepts and procedures" had a significant increase in 4th and 5th grade, but a significant drop in 3rd grade. Although it is difficult to know the exact reason why this may have occurred, math continues to be a focus area for Bishop. We have data meetings designated for analyzing student work and discussing next steps for students. In addition, teachers will have planned collaboration days to deepen their understanding of the math curriculum and also participate in multiple math trainings.
- Concepts and Procedures has the largest group of students performing below the standard. This year we need to designate time to understand this strand so that we can address it effectively. This is year 2 of our math curriculum and we will need to look at how "concepts and procedures" is addressed within the curriculum.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1420.1	1394.0	1396.2	1434.8	1415.8	1407.0	1386.0	1342.8	1370.7	35	33	59
1	1445.6	1398.3	1418.4	1465.3	1412.0	1427.0	1425.2	1384.0	1409.4	27	28	30
2	1464.4	1440.8	1449.4	1473.0	1452.5	1465.0	1455.3	1428.5	1433.4	38	28	31
3	1452.5	1473.0	1467.4	1460.6	1473.6	1479.2	1444.0	1472.0	1455.1	31	36	28
4	1497.8	1491.7	1511.2	1504.9	1486.4	1507.5	1490.4	1496.4	1514.4	31	37	37
5	1511.2	1514.8	1522.1	1510.7	1504.7	1519.3	1511.2	1524.4	1524.4	25	29	36
All Grades										187	191	221

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	9.09	10.17	22.86	18.18	20.34	42.86	42.42	40.68	14.29	30.30	28.81	35	33	59
1	11.11	0.00	3.33	44.44	14.29	23.33	14.81	42.86	36.67	29.63	42.86	36.67	27	28	30
2	5.26	7.14	9.68	44.74	28.57	35.48	34.21	42.86	25.81	15.79	21.43	29.03	38	28	31
3	0.00	0.00	7.14	12.90	41.67	21.43	61.29	38.89	46.43	25.81	19.44	25.00	31	36	28
4	19.35	10.81	10.81	38.71	35.14	51.35	25.81	35.14	27.03	16.13	18.92	10.81	31	37	37
5	24.00	10.34	27.78	32.00	37.93	27.78	36.00	41.38	30.56	8.00	10.34	13.89	25	29	36
All Grades	12.83	6.28	11.76	32.62	29.84	29.41	36.36	40.31	34.84	18.18	23.56	23.98	187	191	221

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	15.15	8.47	28.57	24.24	25.42	28.57	36.36	38.98	14.29	24.24	27.12	35	33	59
1	25.93	10.71	6.67	40.74	21.43	40.00	18.52	32.14	30.00	14.81	35.71	23.33	27	28	30
2	21.05	21.43	22.58	47.37	39.29	32.26	23.68	21.43	22.58	7.89	17.86	22.58	38	28	31
3	3.23	25.00	28.57	58.06	41.67	28.57	19.35	19.44	25.00	19.35	13.89	17.86	31	36	28
4	45.16	29.73	43.24	29.03	37.84	35.14	19.35	16.22	10.81	6.45	16.22	10.81	31	37	37
5	44.00	13.79	44.44	36.00	72.41	36.11	12.00	6.90	11.11	8.00	6.90	8.33	25	29	36
All Grades	27.27	19.90	24.43	40.11	39.27	32.13	20.86	21.99	24.43	11.76	18.85	19.00	187	191	221

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.14	0.00	5.08	5.71	18.18	13.56	60.00	21.21	50.85	17.14	60.61	30.51	35	33	59
1	7.41	0.00	3.33	40.74	10.71	20.00	14.81	21.43	20.00	37.04	67.86	56.67	27	28	30
2	5.26	0.00	3.23	26.32	17.86	16.13	39.47	35.71	38.71	28.95	46.43	41.94	38	28	31
3	0.00	0.00	3.57	3.23	13.89	7.14	25.81	52.78	21.43	70.97	33.33	67.86	31	36	28
4	6.45	2.70	8.11	22.58	29.73	37.84	35.48	24.32	27.03	35.48	43.24	27.03	31	37	37
5	16.00	6.90	5.56	12.00	31.03	22.22	52.00	41.38	47.22	20.00	20.69	25.00	25	29	36
All Grades	8.56	1.57	4.98	18.18	20.42	19.46	38.50	32.98	36.65	34.76	45.03	38.91	187	191	221

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	12.12	8.47	60.00	48.48	67.80	20.00	39.39	23.73	35	33	59
1	33.33	21.43	20.00	51.85	42.86	60.00	14.81	35.71	20.00	27	28	30
2	7.89	0.00	22.58	71.05	71.43	45.16	21.05	28.57	32.26	38	28	31
3	3.23	25.00	14.29	58.06	50.00	46.43	38.71	25.00	39.29	31	36	28
4	41.94	32.43	24.32	48.39	43.24	62.16	9.68	24.32	13.51	31	37	37
5	24.00	3.45	27.78	60.00	89.66	52.78	16.00	6.90	19.44	25	29	36
All Grades	20.86	16.75	18.55	58.82	56.54	57.47	20.32	26.70	23.98	187	191	221

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.43	12.12	13.56	51.43	69.70	50.85	17.14	18.18	35.59	35	33	59
1	29.63	3.57	3.33	59.26	64.29	66.67	11.11	32.14	30.00	27	28	30
2	34.21	46.43	38.71	63.16	35.71	45.16	2.63	17.86	16.13	38	28	31
3	38.71	47.22	46.43	51.61	38.89	32.14	9.68	13.89	21.43	31	36	28
4	58.06	32.43	54.05	32.26	51.35	35.14	9.68	16.22	10.81	31	37	37
5	68.00	55.17	61.11	16.00	34.48	30.56	16.00	10.34	8.33	25	29	36
All Grades	42.25	32.98	34.39	47.06	49.21	43.89	10.70	17.80	21.72	187	191	221

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.57	3.03	6.78	77.14	48.48	59.32	14.29	48.48	33.90	35	33	59
1	22.22	0.00	10.00	33.33	21.43	26.67	44.44	78.57	63.33	27	28	30
2	10.53	7.14	3.23	44.74	42.86	51.61	44.74	50.00	45.16	38	28	31
3	0.00	0.00	3.57	25.81	44.44	21.43	74.19	55.56	75.00	31	36	28
4	6.45	5.41	2.70	54.84	40.54	62.16	38.71	54.05	35.14	31	37	37
5	20.00	3.45	16.67	60.00	62.07	55.56	20.00	34.48	27.78	25	29	36
All Grades	10.70	3.14	7.24	49.73	43.46	48.87	39.57	53.40	43.89	187	191	221

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.71	9.09	28.81	37.14	30.30	35.59	37.14	60.61	35.59	35	33	59
1	3.70	0.00	3.33	62.96	53.57	46.67	33.33	46.43	50.00	27	28	30
2	10.53	3.57	9.68	71.05	57.14	64.52	18.42	39.29	25.81	38	28	31
3	3.23	0.00	7.14	45.16	80.56	50.00	51.61	19.44	42.86	31	36	28
4	9.68	16.22	37.84	64.52	54.05	45.95	25.81	29.73	16.22	31	37	37
5	12.00	20.69	16.67	68.00	68.97	66.67	20.00	10.34	16.67	25	29	36
All Grades	11.23	8.38	19.46	57.75	57.59	49.77	31.02	34.03	30.77	187	191	221

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Bishop has steadily increased the number of students that need to be tested.
2. It appears that in the listening domain, we stay in the "somewhat developing" over the last 3 years, instead of moving into "well developed".
3. Looking at the writing domain, there are many jumps from year to year. For instance, in kindergarten, in 20/21 25.71% scored well developed and then dropped to 9.09% in 21/22 and then to 28.81 in 22/23. In 4th-grade, they jump from 16.22 to 37.84 in "well developed". In 22/23, our staff participated in a writer's workshop training, which could have impacted the 19.72% gain. Across the school site, teachers participated in this training ultimately impacting this writing domain.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
452	63.3	50	0.4
Total Number of Students enrolled in Bishop Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	226	50
Foster Youth	2	0.4
Homeless	3	0.7
Socioeconomically Disadvantaged	286	63.3
Students with Disabilities	70	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian	9	2
Asian	49	10.8
Filipino	24	5.3
Hispanic	271	60
Two or More Races	23	5.1
Pacific Islander	7	1.5
White	57	12.6

Conclusions based on this data:

1. Bishop has a small percentage of African Americans, American Indians, and Pacific Islanders enrolled.
2. Bishop has a significant percentage of English Language Learners as well as socioeconomically disadvantaged students.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the data represented, Bishop's English Language learners are performing in the high performance range.
2. Bishop's suspension rate is in the very, highest performance range, which means we have had minimal suspensions overall.

3. Bishop's chronic absenteeism continues to be a point of focus because we scored in the low performing range.

School and Student Performance Data

Academic Performance English Language Arts

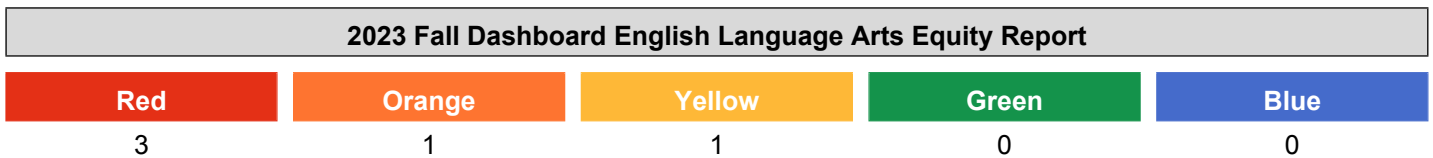
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>48.8 points below standard</p> <p>Increased +3.2 points</p> <p>186 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>74.2 points below standard</p> <p>Increased +7.5 points</p> <p>108 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>76.7 points below standard</p> <p>Decreased -13.1 points</p> <p>124 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>95.3 points below standard</p> <p>Maintained +2.3 points</p> <p>38 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 8 Students	12.1 points above standard 15 Students	11.2 points below standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 75.5 points below standard Maintained -1.2 points 99 Students	Less than 11 Students 10 Students	Less than 11 Students 4 Students	 Yellow 5.5 points below standard Increased Significantly +35.3 points 31 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.5 points below standard Decreased -8.4 points 76 Students	0 points below standard Maintained +2.9 points 32 Students	19.4 points below standard Decreased -8.1 points 63 Students

Conclusions based on this data:

1. Bishop's students with disabilities, hispanic and socioeconomically disadvantaged students continue to perform below the standard, which tells us that they need to continue to be a focus for us in our data team meetings.
2. Bishop's English language learners also fall into a low performing range in English Language Arts, which tells us that they need to continue to be a focus for us in our data team meetings.

School and Student Performance Data

Academic Performance Mathematics

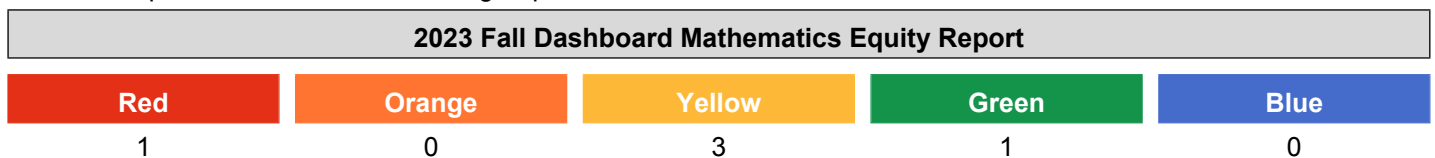
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	Less than 11 Students
51.2 points below standard	71.9 points below standard	1 Student
Increased Significantly +18.6 points	Increased Significantly +23.8 points	
184 Students	108 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Red
4 Students	72.9 points below standard	108.4 points below standard
	Increased +11.1 points	Maintained +2.8 points
	123 Students	36 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 8 Students	21.8 points above standard 14 Students	12.7 points above standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 81.9 points below standard Increased +11.1 points 98 Students	Less than 11 Students 10 Students	Less than 11 Students 4 Students	 Green 4.9 points below standard Increased Significantly +46.4 points 31 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.8 points below standard Increased +10.9 points 76 Students	8.2 points below standard Increased Significantly +16.1 points 32 Students	30.1 points below standard Maintained -2.3 points 61 Students

Conclusions based on this data:

1. Compared to English Language arts, most of our sub groups performed slightly better in math.
2. Our Hispanic, English language learners and socioeconomically disadvantaged students performed in the medium performance band, which is slightly better than English language arts, which tells us that Hispanic, English Learners need to continue to be a focus at our data team meetings.

School and Student Performance Data

Academic Performance English Learner Progress

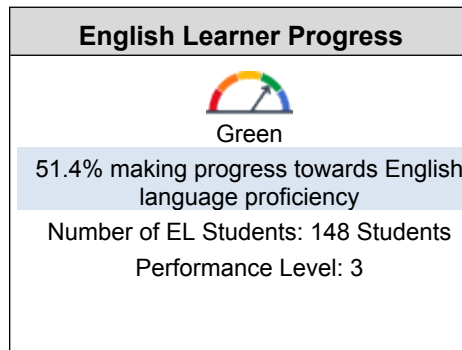
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
21	48	0	76

Conclusions based on this data:

1. Bishop's English language learners (ELLs) are considered in the high performing range, which means by providing targeted instruction and focusing on our English Language Learners during walkthroughs and data meetings, we have found some success.
2. Additionally, we have 76 students that have progressed at least one level, which also means that, although we are not meeting every need, we are meeting the need of some, so we continue to focus on this subgroup and continue to make them a focus during our data meetings.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 22% Chronically Absent Declined -1 477 Students	 Yellow 20.6% Chronically Absent Declined Significantly -7.7 243 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
52.9% Chronically Absent 0 17 Students	 Orange 24.5% Chronically Absent Declined -1.6 310 Students	 Yellow 18.2% Chronically Absent Declined -3.9 88 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 9 Students	 Red 26.3% Chronically Absent Increased 13 57 Students	8.3% Chronically Absent Declined -3.2 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.3% Chronically Absent Declined Significantly -5.2 288 Students	17.2% Chronically Absent Declined -15.3 29 Students	Less than 11 Students 7 Students	 Orange 14% Chronically Absent Increased 5.2 57 Students

Conclusions based on this data:

1. Bishop's Asian population is far below where it needs to be with regard to school attendance, so we will continue to target students that are truant with family meetings that will seek to understand and implement purposeful interventions to target these students.
2. Additionally, both our SED and white population struggle with absences, so similar to our Asian group, we will continue to target these groups through frequent attendance meetings that seek to understand the circumstances, as well as implement purposeful interventions.
3. Our Site Attendance team will continue to coordinate directly with the District-Level SARB team for early intervention strategies targeted at students who are trending towards Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

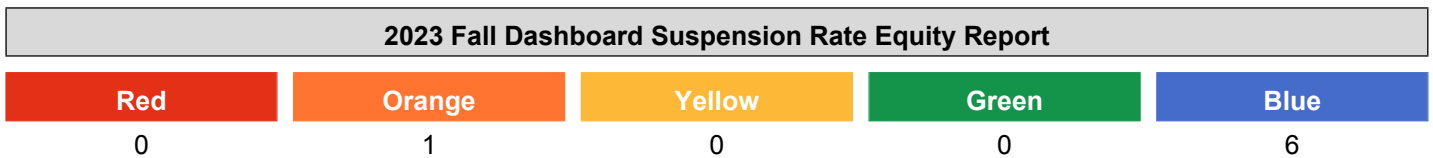
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.2% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 498 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.2% suspended at least one day	Declined -0.5 498 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 250 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -0.5 250 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students	
All Students													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>18 Students</td> </tr> </tbody> </table>	Homeless	0% suspended at least one day	18 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.3% suspended at least one day</td> </tr> <tr> <td>Maintained -0.1 319 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Blue	0.3% suspended at least one day	Maintained -0.1 319 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -1.5 89 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Declined -1.5 89 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center">  Orange 1.6% suspended at least one day Increased 1.6 61 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 24 Students </p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Blue 0% suspended at least one day Declined -0.4 302 Students </p>	<p align="center">  Blue 0% suspended at least one day Declined -2.4 30 Students </p>	<p>Less than 11 Students 7 Students</p>	<p align="center">  Blue 0% suspended at least one day Declined -1.4 58 Students </p>

Conclusions based on this data:

- Overall, we have been successful in decreasing the number of suspensions, with the exception of our Asian group. We will continue to find alternatives to suspensions and will use this as a last resort.
- Our site MTSS team will continue to provide tiered support for all students' behavioral needs, highlighting 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Students will make at least on year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of students scoring proficient on the NWEA Math assessment is low across all grade levels with Kindergarten - 5th grade students scoring 32% proficient. To aid in continuity and consistency, we will continue to develop our mathematical understanding through professional development, and collaborative planning. This will aid students to build their math fluency and deepen their mathematical practices. In addition, teachers will continue to provide differentiated opportunities for students to build critical thinking and fluency skills through the use of math centers. We will use Sunnyvale School District's Vision for Math to determine next steps with specific actions and strategies.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math MAP Growth Assessment	The Fall benchmark NWEA Math MAP results for kindergarten averaged 40% proficient in mathematics for all students.	We will increase kindergarten NWEA Math results for all students to 45% on the winter benchmark assessment of the 2024-2025 school year.
NWEA Math MAP Growth Assessment	2023-2024 Trimester 2 NWEA Math MAP results for 1st-5th grade averaged 32% proficient in mathematics for all students.	We will increase 1st-5th grade NWEA Math results for all students to 37% on the winter benchmark assessment of the 2024-2025 school year.
NWEA Math MAP Growth Assessment	2023-2024 Trimester 2 NWEA Math MAP results for 1st-5th grade averaged 14% proficient in mathematics for English Language Learners.	We will increase 1st-5th NWEA Math results for English Language Learners to 19% on the winter benchmark assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results averaged 30% proficient in mathematics for all students	We will increase 3rd-5th grade math proficiency for all students to 35% based on the Fall 2025 CAASPP results.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results averaged 3.5% proficient in	We will increase 3rd-5th grade math proficiency for English Language

	mathematics for English Language Learners.	Learners to 9% based on the Fall 2025 CAASPP results.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will implement Illustrative Math as the core curriculum in grades K-5. Teachers will provide a balanced math program that is aligned with the Standards for Mathematical Practice as indicated in the CA Common Core Standards. Additional instructional practices will be used to enhance instruction: Number Talks, Math Strings, Math Games, Silicon Valley Mathematics Initiative (SVMI), online programs, etc.. Teachers will monitor progress of all students and will provide necessary groupings, scaffolds and interventions in order for all students to access the grade level content and meet grade level standards.	All students	0
1.2	Administrators, coaches, other instructional leaders, and new teacher project (NTP) will collaborate with colleagues, walkthrough classrooms, and will work to deepen understanding of instructional practices and/or cultural responsiveness in the classroom.	All students, with an emphasis on Hispanic English Language Learners	300 LCAP
1.3	Using research based instructional practices, we will have a monthly focus where coaches and administrators will walkthrough classrooms weekly looking for this specific focus area and provide weekly feedback as to the implementation of the targeted instructional practice.	All students	
1.4	Bishop will provide the use of consumable materials to enhance the learning of all students. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to: paper, folders, writing tools, etc.)	All students	10,000 LCAP
1.5	School staff will participate in a variety of math professional development, on-going coaching, and collaborative sessions, which includes a planning day(s) to further improve the implementation of our math curriculum, and research-based instructional strategies.	All students	7600 Title I
1.6	Grade levels, intervention team, administrators, coach, and social worker will participate in data driven meetings throughout the course of the year to support our MTSS process. As a team, we will analyze student data, discuss student progress, determine student need, and identify possible next steps.	All students with a focus on EL students, students with disabilities, and students of two or more races	5400 LCAP
1.7	Students will engage in math concepts using a variety of tools (digital, manipulatives, models, etc.) that support all levels.	All Students	2500 LCAP

1.8	Teachers will participate in a math training that will deepen their understanding of mathematical concepts that will allow them to target specific student need(s).	All students	8,000 LCAP
1.9	Provide access to supplemental math materials to support individualized learning needs of students. Some examples may include: Dreambox, Happy Numbers, etc...	All students	
1.10	Bishop will continue to refine their MTSS plan that includes, but is not limited to, determining and securing specific resources for developing teacher understanding, providing diagnostic tools that identify learning gaps and supporting students in need of English Language Arts intervention support (ex: Para, CORE, etc.) as well as opportunities for student enrichment. In addition, through our Student Success Team (SST) we will strategize and create goals and plans that target specific skill deficits, which will include, but is not limited to release time for teachers to meet with the team to coordinate efforts and plan strategically.	All students with a focus on EL students, students with disabilities, and students of two or more races	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This was the first year of implementing our new curriculum, Illustrative math. Teachers received professional development throughout the year to increase their overall effectiveness of this new curriculum. Although we implemented the strategies as written, there was still different levels of implementation. Due to these varying levels, our data had a slight increase, but there is still much room for growth. Our original goal was 40% of students proficient, as assessed by NorthWest Evaluation Association (NWEA), but unfortunately we did not meet this goal. 32% of students scored proficient based on this same assessment.

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

Overall, we utilized the strategies listed, but coaching and planning occurred with some classrooms, but not all. This next year, we plan on creating an accountability system to ensure that all teachers receive this level of support.

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.

We will be increasing the budgeted amount for teacher planning. We plan on focusing on grade-level alignment to ensure students are accessing content equitably. In addition, to deepen teacher understanding of mathematical concepts, we will be providing a professional development opportunity, Strategy 1.8, that will focus on developing the teachers own ability in "doing" math. It has been our experience, that teachers do not feel like they have a depth of knowledge when it comes to math, so this training will help build their confidence in these mathematical practices and concepts. In addition, many of our teachers will participate in coaching cycles that will focus on their math classrooms and communities. Administrators and instructional leaders will also be walking through classrooms and providing feedback as it pertains to math. Lastly, our data team meetings will focus on math data and teachers, coaches, and administrators will collaborate and discuss next steps for students, specifically our hispanic English language learners, that are not performing on grade level.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Students will make at least on year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The percentage of 3rd-5th grade students scoring proficient on the NWEA Reading assessment continues to be an area of focus. A large majority of our 3rd-5th graders continue to score below the 50th percentile.

Looking at our NWEA and CAASPP ELA data, we recognize that we need to be strategic because a majority of students are significantly below grade level. Over the past few years, we have identified "phonics" as an area of focus for our students. Last year we adopted Really Great Reading, which allowed us to strengthen reading instruction so students have the foundational skills necessary to be successful readers. This school year, we have adopted a new foundational skills assessment, NWEA: MAP Fluency, that will be given to students kindergarten thru 2nd-grade. This will help us monitor student progress over the course of the year and provide the necessary intervention needed. We will use the Sunnyvale School District's Vision for Literacy document to determine next steps with specific actions and strategies. We will continue to target students through our MTSS system, which will enable us to target the individual needs of students through our intervention services.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Reading Fluency	0% of kindergarten students placed in the oral reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment	50% of kindergarten students will place in the oral reading component during the winter 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	5% of 1st-grade students placed in the oral reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	10% of 1st-grade students will place in the oral reading component during the winter 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	35% of 2nd-grade students placed in the oral reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	40% of 2nd-grade students will place in the oral reading component during the winter 2024 administration of the NWEA MAP Reading Fluency Assessment.

NWEA MAP Reading Growth	2023 - 2024 Trimester 2 NWEA Reading MAP Growth results for 3rd-5th grade students averaged 28% proficient in reading for all students.	We will increase 3rd-5th grade NWEA MAP Growth Reading results for all students to 33% proficient on the winter benchmark assessment of the 2024-2025 school year.
NWEA MAP Reading Growth	2023 - 2024 Trimester 2 NWEA Reading MAP Growth results for 3rd-5th grade English Language Learner students averaged 3.5% proficient in reading for all students.	We will increase 3rd-5th grade NWEA MAP Growth Reading results for English Language Learner students to 9% proficient on the winter benchmark assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all 3rd-5th grade students averaged 35% proficient in reading for all students.	We will increase 3rd-5th grade CAASPP Reading results for all students to 40% proficient on the fall 2025 assessment.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all 3rd-5th grade English Language Learner students averaged 3.5% proficient in reading for all students.	We will increase 3rd-5th grade CAASPP Reading results for English Language Learner students to 9% proficient on the fall 2025 assessment.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will implement the core language arts curriculum in grades K-5. In addition, K-2nd grade teachers will implement a phonics curriculum that will support foundational literacy skills. Teachers will provide a balanced language arts program that is aligned with the Language Arts and English Language Development (ELD) Common Core Standards. Teachers will use instructional strategies and supplemental materials to engage students and enhance instruction, e.g., Fountas and Pinnell Classroom, Leveled Readers, Decodables, Words Their Way, Foundational Skills, Writer's Workshop, Literature Circles, and Guided Reading. Teachers will monitor progress of all students and will provide necessary groupings, scaffolds and interventions in order for all students to access the grade level content and meet grade level standards.	All students	0
2.2	Bishop will continue to refine their MTSS plan that includes, but is not limited to, determining and securing specific resources for developing teacher understanding, providing diagnostic tools that identify learning gaps and supporting students in need of English Language Arts intervention support (ex: Para, CORE, etc.) as well as opportunities for student enrichment. In addition, through our Student Success Team (SST) we will strategize and create goals and plans that target specific skill deficits, which will include, but is not limited to release time for teachers to meet with the team to coordinate efforts and plan strategically.	All students with a focus on EL students, students with disabilities, and students of two or more races	0

2.3	Replace and update books/materials within the library to reflect diversity, promote high engagement, highlight culturally relevant reading, and/or tied to core content.	All Students	7500 LCAP
2.4	School staff will participate in a variety of professional development, on-going coaching, and collaborative sessions which includes planning day(s),to improve implementation of common core English Language Arts standards and research-based instructional strategies. (Ex: Fountas & Pinnell Classroom, Phonics, English Language Development, CORE, etc.)	All Students	7600 LCAP
2.5	Bishop will provide the use of consumable materials to enhance the learning of all students. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to: paper, folders, writing tools, etc.)	All students	Centralized: Playworks Coach Salary
2.6	Provide targeted small group instruction in classrooms to meet the needs of all students using programs such as: UFLI, Guided Reading, Words Their Way, and Literature Circles/Book Clubs	Students performing below grade level	5000 Title I
2.7	Administrators, coaches, other instructional leaders, and new teacher project (NTP) will collaborate with colleagues, walkthrough classrooms, and will work to deepen understanding of instructional practices and/or cultural responsiveness in the classroom.	All students	
2.8	Using research based instructional practices, we will have a monthly focus where coaches and administrators will walkthrough classrooms weekly looking for this specific focus area and provide weekly feedback as to the implementation of the targeted instructional practice.	All students	
2.9	Provide access to supplemental reading materials to support individualized learning needs of students. Some examples may include: RAZ Kids, Decodables, Headprout, Newsela, Scholastic, etc...	All Students	15000 LCAP
2.11	Kinder - 2nd grade teachers will be released from class to assess students 1:1 to gain a deeper understanding of a student's reading ability. 3rd - 5th grade teachers will be released from class to assess students 1:1 that score 25% and below on NWEA ELA.	K - 5th Grade	8000 LCAP
2.12	K-5 teachers will be provided release time to meet with the intervention team to review data, collaborate, and plan for reading intervention.	Students performing below grade level with a focus on students who are English Language Learners, specifically our Hispanic population.	3600 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers strategically used data to determine next steps for students. Using a diagnostic assessment, teachers were able to target specific learning gaps to design small group instruction to meet the needs of learners. In addition, teachers used our core curriculum to provide tier 1 instruction to students. Teachers were able to participate in a writing training that allowed them release time to watch a model lesson, as well as an opportunity to collaborate and have direct access to the trainer. We will continue our data meetings that focus on individual student need. These meetings allow teachers to analyze data, identify trends, regroup students and plan for next steps. This has been a meaningful use of time.

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

We set aside funds for teachers to plan and collaborate, but many of them decided not to participate. We are going to continue with this strategy, but we are creating an accountability system that ensures teachers utilize this strategy.

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.

As a district, we have shifted away from an early identification of reading skills of incoming kindergarteners. The purpose of this strategy has moved towards goal 3 where it addresses a nurturing environment and responsibility of learning. It is now a meet 'n' greet to focus on lessening anxiety for the first day of school. We will not move forward with a writing training this year, but teachers will continue to implement writer's workshop into their daily schedule.

This year, we will be implementing frequent walkthroughs and providing feedback to teachers that will give them some possible next steps. In addition, other instructional leaders will also be walking through campus to align our efforts and continue the collaboration. We will be implementing a monthly instructional focus that will guide our walkthroughs and allow us to provide data of implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning

Every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many of our students have experienced trauma due to multiple factors (Ex: Move from a different country, experiencing Homeless, Challenging home-life, etc.) We have identified the need to support students' social emotional well-being and help them connect to school in a meaningful way. In addition, we have found that (at times) students lack the ability to utilize their language skills to communicate effectively, and/or resolve conflict, which can lead to physical altercations because of the emerging ability to utilize oral language.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Chronic Absenteeism Indicator - All Students	9%	4%
California Dashboard Chronic Absenteeism Indicator - Students with Disabilities	18.2%	12%
California Dashboard Chronic Absenteeism Indicator - Students who are two or more races	17.2%	12.2%
California Dashboard Chronic Absenteeism Indicator - Asian	26.3%	15%
California Dashboard Chronic Absenteeism Indicator - Socio-Economically Disadvantaged (SED)	24.5%	15%
Panorama - Cultural Awareness and Action	50% Favorable	55% Favorable

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	An exploration committee will research Bishop's future school identity. The committee will consist of families, staff, and students to ensure a broad representation.	All students	3510 LCAP
3.2	Students will provide input into a variety of school activities. (Ex: After-school clubs, Student Council, leadership rallies, student volunteers, etc.)	2nd - 5th grade	1000 LCAP
3.3	We will utilize Positive Behavior Intervention and Supports (PBIS) school wide with a focus on restorative practices. School-Wide Information Systems (SWIS) data system will be used to track and analyze behavior and to develop appropriate interventions. Bishop staff will consistently reinforce positive behavior in all spaces on campus. In addition, our PBIS team will meet monthly to analyze school behavior data, plan support, and review overall trends across campus. School expectations will be reset after each school/holiday break through school assemblies. This will include, but is not limited to team meetings, assemblies, and incentives.	All Students	2300 LCAP
3.4	Playworks Coach will teach all students interactive games during class game time, provide supervision of Junior Coaches, and organize interactive games during morning and lunch recesses. This will include, but not limited to updating equipment to teach new games to students during recess. In addition, teachers will access equipment to implement P.E. in K-3 classrooms.	All students	2150 LCAP
3.5	Provide professional development that focuses on restorative practices and behavior strategies across the campus to ensure an inclusive and nurturing environment.	All students	0
3.6	Childcare will be provided for families that need to attend meetings and/or parent only events.	All students	1500 Title I
3.7	Students will be recognized in a variety of ways for demonstrating leadership. (Leadership Rallies, Bishop Leadership Tokens (BLTs), etc.)	All Students	1,000 LCAP
3.8	Students will set personal and academic goals throughout the year.	All students	2500 LCAP
3.9	The school attendance team (assistant principal, attendance administrator, social worker, and teacher) will educate and support staff in using School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support parents, and connect	Students with disabilities, students with two or more races, SED, Asian students	500 LCAP

	with district level MTSS/ SARB supports as needed. Student attendance and engagement will be monitored weekly. Administrators, social worker, and teachers will support students and families who struggle with attendance by developing and monitoring attendance plans. Students struggling with attendance will be recognized for reaching attendance goals and provided incentives for goals that are met.		
3.10	Instructional leadership teams will meet to foster inclusivity, promote positive school culture, and address individual student need.	All students	10,913 LCAP
3.11	Family events will be planned throughout the year to foster family engagement (Ex: Math festival, STEM nights, etc...)	All students	2000 Title I Part A: Parent Involvement
3.12	The family community will complete a needs assessment at the beginning of the year so that the school community can target specific needs.	All students with an emphasis on SED	
3.13	TK and Kindergarten students will attend a meet 'n' greet before school begins to help them feel safe and less anxious on the first day of school. This will give families, including TK and kindergarteners, time to meet administrators, other students, and kindergarten teachers.	Kindergarten	842 LCAP
3.14	Teachers will communicate classroom objectives and classroom news with families weekly to enhance the home-school connection.	All students	
3.15	A teacher leader will oversee student council to facilitate leadership opportunities across campus and foster student voice.	3rd-5th Grade	1559 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year was a transitional year, as our school site council decided to vote to no longer be a Leader in Me school. This program of choice has no longer been meeting the needs of our community. We will be forming a committee to explore new school focus areas.

This year our attendance team found much success in their weekly meeting. These meetings targeted students that were considered truant. Through a process of building relationships, supportive interventions, and overall home-school connections we were able to decrease our chronic absenteeism from 22% to 9%.

We also had a strong focus on positive behavior intervention and supports (PBIS) this year. After each holiday break, we met as a school community for an expectation reboot that renormed students and helped them remember what expectations we follow at school.

Lastly, during our monthly staff meetings, staff were exposed to small chunks of information that will help them facilitate restorative conversations, as well as addressing behavior needs within the classroom. Teachers found this helpful and we want to continue this moving forward.

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

We found that teachers were not necessarily explicitly teaching leadership skills through the Leader in Me curriculum, which caused to reconsider our program of choice.

Due to the many demands, teachers had students set goals at the beginning of the year, but there was no process throughout the year that allowed students to track their progress and set new goals, so this strategy was not as successful as it could have been.

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.

We met as a school site council and we decided to form a committee to explore other school identities. This committee will meet on a regular basis and by January will be make a recommendation to the school community and board as to what they are recommending for our focus. Families, students, and staff took a survey to narrow down the focus areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

English Learners will receive personalized academic and nonacademic assistance necessary to grow at a pace that closes opportunity, language, and achievement gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local and state assessment data demonstrate that English Learners have consistently lower proficiency rates than the "All Students" group.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math MAP Growth	A baseline for this area will be determined once English Learner status is finalized for kindergarten students.	We will increase kindergarten NWEA Math results for English Learners by 10% between the fall and winter benchmark assessments of the 2024-2025 school year.
NWEA Math MAP Growth	2023-2024 Trimester 3 NWEA Math Map results for 1st-5th grade averaged 20% proficient for English Learners.	We will increase 1st-5th grade NWEA Math results for the English Learner student group to 25% by the winter assessment period of the 2024-2025 school year.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results average 3.5% proficient in mathematics for English Learners.	We will increase 3rd-5th grade math proficiency to 9% and for the English Learners student group based on Fall 2025 CAASPP results.
CAASPP Smarter Balanced English Language Arts (ELA) Assessment	The preliminary Fall 2024 CAASPP results average 8% proficient in ELA for English Learners.	We will increase 3rd-5th grade ELA proficiency to 13% and for the English Learners student group based on Fall 2025 CAASPP results.
English Learner Progress Indicator (ELPI)	The preliminary Fall 2024 ELPI was 51.4% of students demonstrating at least	We will increase the percent of students demonstrating at least one level of progress toward English Proficiency by 57% based on the Fall

	one level of progress towards English proficiency.	2025 ELPI.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide after school enrichment with an intentional focus on integrating academics, creating opportunity, and language experiences. (Ex: Bay Area Sports Initiative (BAWSI), cooking, music, visual and performing arts, Club Code, GirlStart, and KLAS)	English Language Learners and Socio-Economically Disadvantaged Students	15,000 LCAP 8,179 Music and Arts Grant
4.3	School staff will participate in a variety of professional development around the ELPAC assessment and language demands, receive on-going coaching, and collaborative sessions, to improve implementation of English Language Development standards and research-based instructional strategies, which also may include the purchase of additional materials to support English Language Learners (Ex: Designated ELD, Integrated ELD, Charting ELD, ELD toolkit).	English Learners	2,000 LCAP
4.4	The principal will facilitate a "principal English Language (EL) advisory committee". This group will consist of English Language Learner (ELL) families that will help administration gather information and further understand how to meet the needs of our EL families)	English Learners	500 Title I
4.5	Bilingual para will support newcomer students.	English Learners	
4.6	Bishop will provide additional support to students that are at risk of becoming a long-term English Learners (ARLTEL), through progress monitoring, professional development, and additional family education to help families understand how they can support their child at home.	English Learners	1000 LCAP
4.7	An after school coordinator will help coordinate after school offerings and ensure that 60% of enrollment is English Language Learners.	English Learners	780 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Over the past few years, we introduced a "parent passport". This was our attempt in incentivizing the home-school connection. This strategy did not gain traction, so therefore, we are not going to go forward with this strategy. Families are still engaged, we have significant participation at our family events (picnic, movie nights, multi-cultural nights, etc...). We were struggling to get families engaged for our parent education nights. We are going to combine these education events with our parents and principals meetings. Since we are moving away from Leader In Me, this means we are also moving away from 7 Habits for Successful Families.

Our after school enrichment, with our English Language Learners as our focus, was highly successful and well attended. Families are looking for after school options, which this provided.

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

The differences are listed above in our overall implementation.

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.

We have been struggling to get our families involved in our English Language Advisory Committee (ELAC), so one way that we are trying to engage these families, is by creating a principal EL Advisory committee. This is by invitation only and will hopefully expand based on networking and relationships.

We will also be adding an after school coordinator help with the many enrichment opportunities.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$84,916.89
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$137,733.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$14,600.00
Title I Part A: Parent Involvement	\$2,000.00

Subtotal of additional federal funds included for this school: \$16,600.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCAP	\$112,954.00
Music and Arts Grant	\$8,179.00

Subtotal of state or local funds included for this school: \$121,133.00

Total of federal, state, and/or local funds for this school: \$137,733.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	96,400	-16,554.00
Title I	104,912	90,312.00
Title I Part A: Parent Involvement	1,762	-238.00
Title I Part A: Professional Development (PI Schools)	12,247	12,247.00
SLIP	26,640	26,640.00
General Fund	29,600	29,600.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	112,954.00
Music and Arts Grant	8,179.00
Title I	14,600.00
Title I Part A: Parent Involvement	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	123,274.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	112,954.00
	Music and Arts Grant	8,179.00

	Title I	14,600.00
	Title I Part A: Parent Involvement	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,800.00
Goal 2	46,700.00
Goal 3	29,774.00
Goal 4	27,459.00

School Site Council Membership

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

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

Name of Members	Role
Tara Lubrano	Principal
Marivic Walch	Classroom Teacher
Nathan Labaye	Classroom Teacher
Michael Ward	Classroom Teacher
Peggy Brewster	Parent or Community Member
Richard Rodriguez	Parent or Community Member
Judd Rattner	Parent or Community Member
Younil Jeong	Parent or Community Member
Alicia Pons	Parent or Community Member
Jen Kitchen	Other School Staff

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

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 5, 2024.

Attested:

Principal, Tara Lubrano on

SSC Chairperson, Richard Rodriguez on

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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