

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carl E. Gilbert Elementary School	30664566027494	12/09/2021	12/13/21

## Purpose and Description

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

Schoolwide Program

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

In order to provide all children with a fair, equitable, high-quality, and rigorous education our plan is to regularly monitor student progress to meet their individual needs. In order to close achievement gaps, teachers use state and local assessment data to inform instruction and services for all students. CCSS-aligned materials are used to deliver effective instruction that is supported by on-going professional development.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

A comprehensive needs assessment occurred through input from all school advisory councils and the LCAP Survey.

## Classroom Observations

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

Site administrators walk classrooms on a regular basis to monitor instruction and collect data on students.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Staff uses assessments such as SBA (ELA & Math), DIBELS (ELA), iReady (ELA & Math) teacher-created assessments, and ELPAC (ELD) results to track progress of students and modify instruction. In addition, school staff increasingly employs common grade-level formative assessments, including exit tickets, mini quizzes, etc. to improve instruction.

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

Grade level professional learning teams meet on a weekly basis to discuss curriculum-embedded assessments to monitor student progress, plan re-teaching lessons, and modify future instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at school site are highly qualified for No Child Left Behind and have English Learner certification.

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

All teachers at this school are credentialed and highly qualified according to NCLB. In addition, all teachers were trained on SBE adopted instructional materials.

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

Staff development is aligned to the Common Core State Standards and is based on student performance.

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

The progression development opportunities are provided in the areas of reading, writing, and math to address common core state standards.

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

Teachers collaborate on-site for one hour every Thursday to analyze data and to share and research instructional strategies.

## Teaching and Learning

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

Curriculum and instructional materials and pacing guides are currently being aligned to the Common Core State Standards.

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

The BPSD district blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and intervention classes.

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

Lesson pacing schedule has been developed aligned to the Common Core State Standards. Through the Multi-Tiered System of Supports placement, students receive instructional intervention based on their unique needs.

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

Standards based instructional materials are available and appropriate for all student groups.

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

The school uses SBE-adopted and standards-aligned materials. Instructional materials include state-adopted intervention materials for elementary ages.

## Opportunity and Equal Educational Access

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

The school employs classroom interventions, supported by administration and a school counselor, plus other teacher selected programs for targeted intervention.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based and follow NCLB guidelines.

## Parental Engagement

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

The school uses community resources available to assist under-achieving students. In addition, the school seeks out resources available from district and community.

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

The school has parent advisory councils such as the School Site Council and English Learners Advisory Council, that are involved in the planning, implementation and monitoring of the SPSA.

## Funding

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

All categorical programs are used to supplement the regular education program and meet the needs of under-performing students.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

## Stakeholder Involvement

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

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

In preparing, reviewing, revising, and monitoring the SPSA on an annual basis, the input of our various stakeholders is solicited through various methods. A draft based on data and feedback via a needs-assessment with insight from various groups in about what has worked well and areas of perceived needs. This includes input garnered through both parent and staff surveys. The English Language Advisory Committee (ELAC) was provided the opportunity to review the portions of the plan and budget respective to the educational practices and materials related to the support of English learners. This input was relayed to the School Site Council (SSC), a group consisting of elected parent and teacher leaders who work with the principal to ensure that the SPSA provides a balanced governance of programs and budgets.

## Resource Inequities

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

A large portion of the students are impacted by socio-economic barriers impacting results.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	4.49%	4.1%	3.6%	27	24	21
Asian	5.32%	4.78%	5.2%	32	28	31
Filipino	1.33%	1.88%	2.0%	8	11	12
Hispanic/Latino	83.36%	84.47%	85.3%	501	495	505
Pacific Islander	1%	0.34%	%	6	2	
White	1.66%	2.05%	1.7%	10	12	10
Multiple/No Response	%	0.85%	1.9%		9	11
Total Enrollment				601	586	592

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	100	86	104
Grade 1	83	78	87
Grade 2	86	83	96
Grade3	85	87	89
Grade 4	86	84	117
Grade 5	82	84	99
Grade 6	79	84	
Total Enrollment	601	586	592

Conclusions based on this data:

1. n/a

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	362	327	318	60.2%	55.8%	53.7%
Fluent English Proficient (FEP)	56	96	83	9.3%	16.4%	14.0%
Reclassified Fluent English Proficient (RFEP)	1	50	35	0.3%	13.8%	10.7%

### Conclusions based on this data:

1. With over 50% of our students learning English as the second language, our classroom instruction, staff development, and budgetary purchases should reflect an emphasis on this significant subgroup.
2. Nonetheless, a three year trend shows a slight decline of nearly 8% in the overall percentage of students that are still English Learners.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	85	88	84	84	87	84	84	87	100	98.8	98.9
Grade 4	91	76	81	91	76	81	91	76	81	100	100	100
Grade 5	115	90	80	114	90	79	114	90	79	99.1	100	98.8
Grade 6	111	92	79	111	91	77	111	91	77	100	98.9	97.5
All Grades	401	343	328	400	341	324	400	341	324	99.8	99.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2398.	2411.	9.52	14.29	14.94	20.24	16.67	26.44	38.10	26.19	25.29	32.14	42.86	33.33
Grade 4	2416.	2446.	2434.	6.59	13.16	12.35	17.58	19.74	20.99	25.27	36.84	23.46	50.55	30.26	43.21
Grade 5	2437.	2437.	2446.	0.88	3.33	3.80	17.54	18.89	17.72	30.70	22.22	31.65	50.88	55.56	46.84
Grade 6	2478.	2502.	2494.	1.80	6.59	5.19	32.43	36.26	29.87	27.03	26.37	35.06	38.74	30.77	29.87
All Grades	N/A	N/A	N/A	4.25	9.09	9.26	22.25	23.17	23.77	30.00	27.57	28.70	43.50	40.18	38.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.14	13.10	13.79	44.05	35.71	54.02	48.81	51.19	32.18
Grade 4	10.99	14.47	16.05	47.25	53.95	41.98	41.76	31.58	41.98
Grade 5	2.63	8.89	8.86	46.49	42.22	44.30	50.88	48.89	46.84
Grade 6	6.31	9.89	11.69	47.75	49.45	49.35	45.95	40.66	38.96
All Grades	6.50	11.44	12.65	46.50	45.16	47.53	47.00	43.40	39.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.10	9.52	11.49	58.33	48.81	59.77	28.57	41.67	28.74
Grade 4	10.99	13.16	12.35	52.75	53.95	51.85	36.26	32.89	35.80
Grade 5	7.89	10.00	6.33	49.12	40.00	55.70	42.98	50.00	37.97
Grade 6	4.50	10.99	7.79	47.75	60.44	61.04	47.75	28.57	31.17
All Grades	8.75	10.85	9.57	51.50	50.73	57.10	39.75	38.42	33.33



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	10.71	17.24	70.24	67.86	65.52	21.43	21.43	17.24
Grade 4	3.30	11.84	11.11	52.75	71.05	71.60	43.96	17.11	17.28
Grade 5	3.51	3.33	2.53	53.51	54.44	68.35	42.98	42.22	29.11
Grade 6	6.31	10.99	10.39	70.27	67.03	66.23	23.42	21.98	23.38
All Grades	5.25	9.09	10.49	61.50	64.81	67.90	33.25	26.10	21.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.86	20.24	20.69	53.57	45.24	54.02	28.57	34.52	25.29
Grade 4	4.40	11.84	11.11	57.14	61.84	53.09	38.46	26.32	35.80
Grade 5	6.14	10.00	8.86	50.88	41.11	45.57	42.98	48.89	45.57
Grade 6	11.71	24.18	15.58	52.25	51.65	57.14	36.04	24.18	27.27
All Grades	9.75	16.72	14.20	53.25	49.56	52.47	37.00	33.72	33.33

#### Conclusions based on this data:

1. Current Data: Baseline data indicates that in ELA, 30% of 3rd graders, 26% of 4th graders, and 21% of 5th graders are meeting or exceeding grade level expectations. (New SBAC scores will be available in not be available in August 2021 due the pandemic state testing did not occur. School's goals and instructional priorities can be revisited, and funding allocated accordingly in the priority area of Reading.
2. Trend: Grades 3 and 5 showed moderate gains, and Grades 4 and 6 each showed an impressive 9% increase in proficiency.
3. Next Steps: Based on this data, all four domains/claims of reading, writing, listening, and research/inquiry will need to be emphases for the 2021-2021 year. Next steps: Continued professional development and focus on best practice for Professional Learning Teams with a focus on core instruction in the areas of English Language Arts, Math, and Tier 2 intervention. Increased site funded collaboration time, and continued support in all implemented curriculum.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	85	88	84	85	87	84	85	87	100	100	98.9
Grade 4	91	76	81	90	76	81	90	76	81	98.9	100	100
Grade 5	115	90	80	114	90	80	114	90	80	99.1	100	100
Grade 6	111	92	79	111	89	79	111	89	79	100	96.7	100
All Grades	401	343	328	399	340	327	399	340	327	99.5	99.1	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.	2429.	2446.	11.90	12.94	18.39	34.52	29.41	39.08	28.57	34.12	22.99	25.00	23.53	19.54
Grade 4	2442.	2462.	2473.	4.44	7.89	14.81	25.56	30.26	22.22	37.78	40.79	51.85	32.22	21.05	11.11
Grade 5	2456.	2462.	2470.	7.02	3.33	7.50	9.65	17.78	13.75	28.07	32.22	38.75	55.26	46.67	40.00
Grade 6	2505.	2508.	2508.	14.41	8.99	13.92	18.02	22.47	22.78	35.14	35.96	21.52	32.43	32.58	41.77
All Grades	N/A	N/A	N/A	9.52	8.24	13.76	20.80	24.71	24.77	32.33	35.59	33.64	37.34	31.47	27.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.95	35.29	42.53	42.86	38.82	39.08	26.19	25.88	18.39
Grade 4	14.44	25.00	25.93	37.78	35.53	45.68	47.78	39.47	28.40
Grade 5	10.53	11.11	16.25	24.56	35.56	33.75	64.91	53.33	50.00
Grade 6	20.72	13.48	18.99	37.84	40.45	36.71	41.44	46.07	44.30
All Grades	18.55	20.88	26.30	35.09	37.65	38.84	46.37	41.47	34.86

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.52	14.12	16.09	51.19	52.94	56.32	39.29	32.94	27.59
Grade 4	8.89	11.84	16.05	43.33	55.26	53.09	47.78	32.89	30.86
Grade 5	3.51	5.56	6.25	38.60	37.78	50.00	57.89	56.67	43.75
Grade 6	12.61	11.24	13.92	45.95	50.56	37.97	41.44	38.20	48.10
All Grades	8.52	10.59	13.15	44.36	48.82	49.54	47.12	40.59	37.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	20.24	18.82	21.84	50.00	52.94	57.47	29.76	28.24	20.69
<b>Grade 4</b>	12.22	11.84	18.52	47.78	51.32	49.38	40.00	36.84	32.10
<b>Grade 5</b>	5.26	2.22	2.50	38.60	50.00	57.50	56.14	47.78	40.00
<b>Grade 6</b>	18.02	10.11	10.13	43.24	51.69	49.37	38.74	38.20	40.51
<b>All Grades</b>	13.53	10.59	13.46	44.36	51.47	53.52	42.11	37.94	33.03

#### Conclusions based on this data:

1. Current Data: Baseline data indicates that in ELA, 43% of 3rd graders, 38% of 4th graders, and 21% of 5th graders are meeting or exceeding grade level expectations. (New SBAC scores will not be available in August due to the state testing being waived. During the Spring of 2021, students did not take the state testing due to the pandemic. Our school's goals and instructional priorities can be revisited, and funding allocated accordingly with the available diagnostics.)
2. Trend: While three-year math gains are evident at all grade levels, data shows a slight decrease in Grades 3 on the 2018 CAASPP. Grade 5 demonstrated positive growth for the third consecutive year in math. 4th grade had an 8% gain.
3. Next Steps: Based on this data, Problem Solving & Modeling/Data Analysis ought to be a strong focus for the 2021-2022 school year. Next steps: During the summer of 2021, the district launched a new initiative with a focus on Cognitively Guided Instruction. Next site steps include the purchase of additional resources and scheduled additional professional development in Cognitively Guided Instruction a new district initiative in the area of Math. The focus will be on more opportunities to communicate and model multiple problem solving strategies, and math reasoning; common grade-level formative assessments will provide timely feedback on student comprehension of new content.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1427.5	1410.0	1438.3	1419.3	1402.5	1388.0	55	58
Grade 1	1478.6	1466.5	1473.6	1461.2	1482.9	1471.4	59	43
Grade 2	1510.2	1494.9	1498.2	1492.5	1521.7	1496.8	55	39
Grade 3	1502.4	1517.8	1497.2	1511.1	1507.2	1524.0	59	45
Grade 4	1517.8	1539.7	1510.0	1537.9	1525.2	1541.1	41	54
Grade 5	1511.6	1538.5	1497.0	1537.5	1525.7	1539.0	44	42
Grade 6	1523.2	1542.1	1512.3	1548.1	1533.6	1535.5	37	38
All Grades							350	319

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.91	6.90	27.27	34.48	25.45	44.83	*	13.79	55	58
1	55.93	16.28	28.81	37.21	*	37.21	*	9.30	59	43
2	67.27	17.95	27.27	56.41	*	25.64	*	0.00	55	39
3	*	26.67	61.02	46.67	30.51	24.44	*	2.22	59	45
4	*	40.74	68.29	44.44	*	12.96	*	1.85	41	54
5	*	38.10	56.82	47.62	*	9.52	*	4.76	44	42
6	29.73	21.05	37.84	50.00	*	15.79	*	13.16	37	38
All Grades	34.86	23.82	42.86	44.51	16.00	25.08	6.29	6.58	350	319

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.82	6.90	29.09	41.38	*	44.83	*	6.90	55	58
1	64.41	18.60	22.03	39.53	*	34.88	*	6.98	59	43
2	70.91	33.33	27.27	48.72		15.38	*	2.56	55	39
3	33.90	40.00	54.24	40.00	*	15.56	*	4.44	59	45
4	58.54	57.41	34.15	37.04	*	3.70	*	1.85	41	54
5	43.18	66.67	36.36	28.57	*	0.00	*	4.76	44	42
6	37.84	57.89	43.24	23.68	*	5.26	*	13.16	37	38
All Grades	50.57	38.87	34.86	37.30	9.71	18.18	4.86	5.64	350	319

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.82	10.34	*	24.14	45.45	34.48	*	31.03	55	58
1	52.54	16.28	25.42	32.56	*	32.56	*	18.60	59	43
2	63.64	10.26	20.00	66.67	*	17.95	*	5.13	55	39
3	*	20.00	30.51	42.22	44.07	37.78	20.34	0.00	59	45
4	*	33.33	65.85	29.63	*	33.33	*	3.70	41	54
5	*	11.90	52.27	38.10	25.00	45.24	*	4.76	44	42
6	*	7.89	*	21.05	29.73	55.26	*	15.79	37	38
All Grades	28.86	16.30	31.71	35.42	28.29	36.36	11.14	11.91	350	319

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.36	6.90	34.55	79.31	*	13.79	55	58
1	67.80	30.23	30.51	62.79	*	6.98	59	43
2	74.55	41.03	23.64	56.41	*	2.56	55	39
3	30.51	26.67	64.41	68.89	*	4.44	59	45
4	39.02	53.70	56.10	46.30	*	0.00	41	54
5	34.09	9.52	61.36	83.33	*	7.14	44	42
6	40.54	28.95	43.24	57.89	*	13.16	37	38
All Grades	50.29	27.90	44.00	65.20	5.71	6.90	350	319

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.91	13.79	50.91	70.69	*	15.52	55	58
1	59.32	18.60	35.59	74.42	*	6.98	59	43
2	70.91	23.08	27.27	74.36	*	2.56	55	39
3	54.24	57.78	44.07	37.78	*	4.44	59	45
4	68.29	53.70	26.83	44.44	*	1.85	41	54
5	52.27	95.24	31.82	0.00	*	4.76	44	42
6	51.35	60.53	40.54	28.95	*	10.53	37	38
All Grades	55.14	44.83	37.14	48.28	7.71	6.90	350	319

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.17	63.64	79.31	*	15.52	55	58
1	71.19	34.88	18.64	44.19	*	20.93	59	43
2	69.09	12.82	21.82	84.62	*	2.56	55	39
3	*	13.33	64.41	84.44	30.51	2.22	59	45
4	*	29.63	80.49	55.56	*	14.81	41	54
5	*	26.19	61.36	69.05	*	4.76	44	42
6	*	10.53	29.73	44.74	45.95	44.74	37	38
All Grades	33.43	18.81	47.71	66.46	18.86	14.73	350	319

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.18	32.76	40.00	29.31	21.82	37.93	55	58
1	35.59	11.63	57.63	67.44	*	20.93	59	43
2	49.09	7.69	49.09	89.74	*	2.56	55	39
3	20.34	26.67	74.58	73.33	*	0.00	59	45
4	46.34	20.37	48.78	79.63	*	0.00	41	54
5	36.36	16.67	56.82	76.19	*	7.14	44	42
6	*	42.11	62.16	44.74	*	13.16	37	38
All Grades	36.00	22.88	55.71	64.58	8.29	12.54	350	319

**Conclusions based on this data:**

1. With over 50% of our students learning English as the second language, our classroom instruction, staff development, and budgetary purchases should reflect an emphasis on the significant subgroup.
2. On the 2018-2019 baseline ELPAC results, 122 students scored at the top level of "4". This constitutes 35% of all 350 English Learners at Gilbert. With such a large portion of students on the verge of reclassification, a special emphasis in professional development for teachers will be placed on helping students gain the advanced skills that will aid them in reclassification on next year's ELPAC exam.
3. The majority of these students are on the cusp of being redesignated as fluent in English (RFEP). Through analysis of other data, including CAASPP, report cards, and writing proficiency, students will be provided with small group designated and integrated ELD instruction required to be sure to attain RFEP status within the next year.

# School and Student Performance Data

## Student Population

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

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
586	92.5	55.8	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	327	55.8
Foster Youth	5	0.9
Homeless	53	9.0
Socioeconomically Disadvantaged	542	92.5
Students with Disabilities	51	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	4.1
Asian	28	4.8
Filipino	11	1.9
Hispanic	495	84.5
Two or More Races	9	1.5
Pacific Islander	2	0.3
White	12	2.0

### Conclusions based on this data:

1. A significant number of our students experience challenges such as socioeconomic difficulties, homelessness, or foster care. Community partnerships and resources are strong, and we seek additional supports to overcome these challenges in order to close the achievement gap.







# School and Student Performance Data

## Overall Performance

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Current Data: Gilbert School received a green performance level in Suspension Rate, yellows in ELA and Math, and an orange in Chronic Absenteeism.
2. Trend: These new scores demonstrate improvements with behavior issues reduced and academic gains in both ELA and Math over the previous year.
3. Next Steps: Continued PBIS strategies are proving to be effective in promoting responsible student behavior. Recommendation to continue with monthly meetings and to further explore Tier 2 & 3 interventions. The addition of AVID Elementary practices in the coming year will target student goal-setting, responsibility and organization with the end goal of increasing academic gains to the next level. Chronic Absenteeism continues to impact student learning for a small percentage of our students. Additional communication with the parents of truant students will be documented through the SART process in the 2021-2022 academic year. A system of attendance supports and interventions will provide additional support.

# School and Student Performance Data

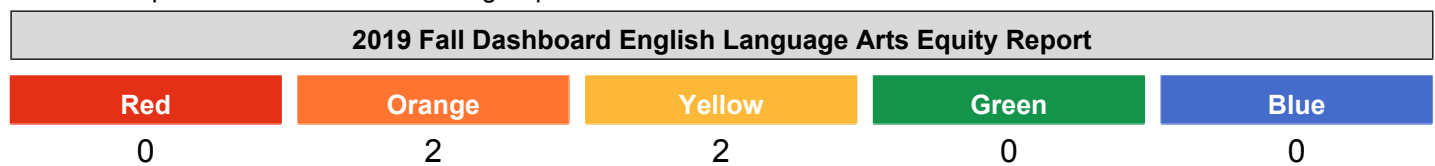
## Academic Performance English Language Arts

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 35.7 points below standard Maintained ++1 points 311	 Orange 39.2 points below standard Maintained -0.3 points 226	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 32.1 points below standard Increased Significantly ++25.9 points 32	 Yellow 35 points below standard Increased ++3.3 points 272	 No Performance Color 103.4 points below standard Increased Significantly ++16.6 points 27

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color 28.5 points above standard Increased Significantly ++17.1 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40 points below standard Maintained ++0.1 points 265	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.6 points below standard Maintained ++1.6 points 172	28.9 points above standard Increased ++5.5 points 54	31.8 points below standard Increased ++4.6 points 72

#### Conclusions based on this data:

1. Current Data: According to the Fall 2019 data, all student groups received a yellow performance level (Status-Medium / Change-Increased) in English Language Arts. During Spring 2019, iReady was used as an alternative statewide assessment, the following are the results: Grade 3 - 43% proficient, Grade 4 - 26% proficient, and Grade 5 - 21% proficient in the area of English Language Arts. Spring 2019, iReady results in the area of Mathematics are as follows: Grade 3 - 23% proficient, Grade 4 - 23% proficient, and Grade 5 - 20% proficient.
2. Trend: The overall trend across the grade levels is a declining percentage of proficiency. At this time, there is no end of year results to compare cohort groups. The data does reflect a need to provide additional supports in for current 5th graders. Additionally, the end year iReady results are similar across all grades with an average proficiency of 22% demonstrating a need for additional next steps for all three grade levels.

# School and Student Performance Data

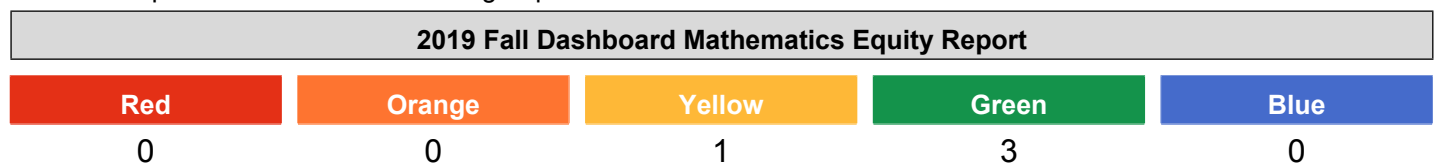
## Academic Performance Mathematics

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 21.4 points below standard Increased ++12.2 points 311	<b>English Learners</b>  Yellow 26.3 points below standard Increased ++8.4 points 226	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  Green 11.8 points below standard Increased Significantly ++35.7 points 32	<b>Socioeconomically Disadvantaged</b>  Green 21.6 points below standard Increased ++13.5 points 272	<b>Students with Disabilities</b>  No Performance Color 82.9 points below standard Increased Significantly ++29.7 points 27

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Asian</b>  No Performance Color 15.2 points above standard Increased ++10.1 points 15	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Green 23.9 points below standard Increased ++12 points 265	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 44.9 points below standard Increased ++4.9 points 172	<b>Reclassified English Learners</b> 33.1 points above standard Increased Significantly ++27.1 points 54	<b>English Only</b> 10.8 points below standard Increased Significantly ++24.4 points 72
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#### Conclusions based on this data:

- \*Same as last page

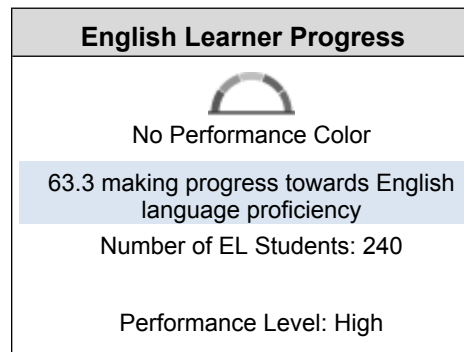
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	21.6	6.6	56.6

#### Conclusions based on this data:

1. Gilbert's students are quickly moving beyond the early stages of language acquisition, but seem to be having some trouble with passing the advanced parts of the test to attain fluent status.
2. Increased work within Writing Workshop complex sentences, idioms, and affixes and D-ELD may help our higher ELs to enhance their ELPAC scores.

# School and Student Performance Data

## Academic Performance College/Career

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

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

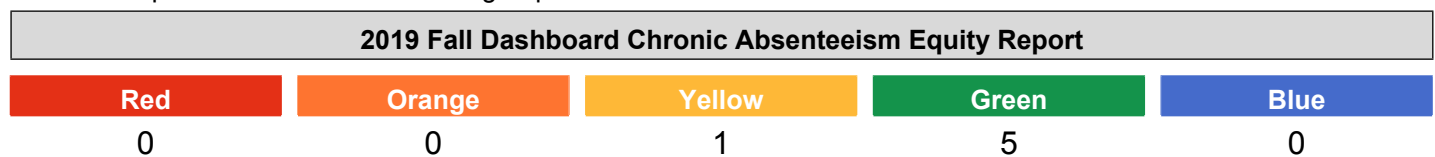
## Academic Engagement Chronic Absenteeism

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







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 6.2 Declined -1.2 626	<b>English Learners</b>  Green 2.7 Declined -1.9 374	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Homeless</b>  Green 6.5 Declined -8.5 62	<b>Socioeconomically Disadvantaged</b>  Green 6.2 Declined -1 561	<b>Students with Disabilities</b>  Yellow 8.9 Maintained -0.2 56



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>30</div> Increased +12.1 30	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Green <div>2.9</div> Declined -2 35	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Green <div>4.8</div> Declined -1.7 519	<b>Two or More Races</b>  No Performance Color <div>11.8</div> Declined -7.3 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  No Performance Color <div>0</div> Maintained 0 11

#### Conclusions based on this data:

1. Additional communication with the parents of truant students will be documented through the SART and SARB process in the 2021-2022 academic year.
2. A committee-created system of student interventions and rewards will be utilized to promote attendance further, especially with older students that can demonstrate more personal responsibility to arrive on time.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

# School and Student Performance Data

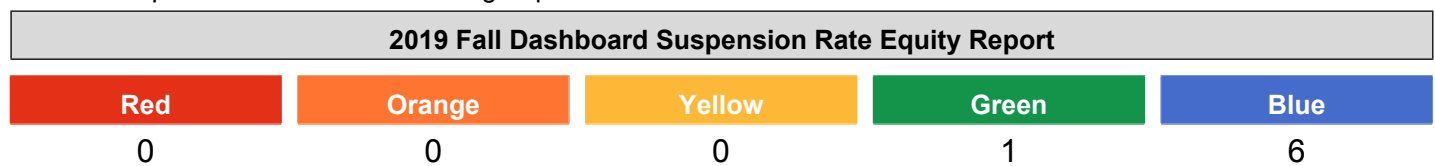
## Conditions & Climate Suspension Rate

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







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue		 Blue		 No Performance Color	
0.2		0.3		0	
Declined Significantly -1.1 649		Declined Significantly -1 389		Maintained 0 15	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 Blue		 Blue		 Green	
0		0		1.7	
Declined -2.1 67		Declined Significantly -1.1 583		Declined -1.7 58	

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Blue 0 Declined -3.3 31	<b>American Indian</b>	<b>Asian</b>  Blue 0 Maintained 0 35	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 9
<b>Hispanic</b>  Blue 0.2 Declined Significantly -1.1 540	<b>Two or More Races</b>  No Performance Color 0 Declined -4.2 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 6	<b>White</b>  No Performance Color 0 Maintained 0 11

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	0.2

#### Conclusions based on this data:

1. In 2016-17, 24 student suspensions were recorded. Through PBIS interventions and alternate means of correction, we were able to reduce this to only 15 in the 2017-18 school year and only 1 in the 2018-2019 school year. In the year 2019-2020 school year, only 1 suspension occurred. During the 2020-2021 school year, zero suspensions occurred.
2. Through a continued progressions of PBIS interventions, our school goal will be to continue progressing our positive behavioral interventions and to maintain this exceedingly low level of suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment taught by highly qualified teachers.

## Goal 1

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment.

## Identified Need

Based on local assessments, there is still a need for improvement in English language arts and math for students that have not met grade level standards. Grade level teams will continue receive professional development in strengthening each professional learning team. There is a need to support teacher data analysis from the previous local data assessment for implications to teaching and modifications to district curriculum guides. Teachers will also analyze data and monitor student progress at the completion of unit assessments, progress monitoring intervals, BPST, DRA and common formative assessments to form strategic groups to provide intervention. The CAST process, structured collaboration and by weekly staff meetings will be used for data analysis, including formative assessments and progress monitoring.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: CAASPP & iReady - ELA for Grades 3-5	Gilbert's goals were identified based on 2021 iReady ELA data: Grade 3 - 43% On Grade Level - 24% Below Grade Level - 33% 2+ Levels Below Grade Level Grade 4 - 26% On Grade Level - 42% Below Grade Level - 32% 2+ Levels Below Grade Level Grade 4 - 21% On Grade Level - 25% Below Grade Level - 55% 2+ Levels Below Grade Level	Site Goal for All Students: By Spring of 2022, percentage of students on grade level in grades 3-5 will increase by 10%.  Site Goal for English Learners: By Spring of 2022, percentage of students on grade level in grades 3-5 will increase by 8-10%.
CA Dashboard: CAASPP & iReady - Mathematics for Grades 3-5	Gilbert's goals were identified based on 2021 iReady Mathematics data: Grade 3 - 24% On Grade Level - 38% Below Grade Level -	Site Goal for All Students: By Spring of 2022, percentage of students on grade level in grades 3-5 will increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>37% 2+ Levels Below Grade Level Grade 4 - 23% On Grade Level - 38% Below Grade Level - 38% 2+ Levels Below Grade Level Grade 4 - 20% On Grade Level - 34% Below Grade Level - 46% 2+ Levels Below Grade Level</p>	<p>Site Goal for English Learners: By Spring of 2022, percentage of students on grade level in grades 3-5 will increase by 8-10%.</p>
iReady ELA for Grades K-2	<p>Gilbert's goals were identified based on 2020-21 iReady Scores from Benchmark 3: Grade Kindergarten - 75% On Grade Level - 25% Below Grade Level Grade 1 - 39% On Grade Level - 57% Below Grade Level - 5% 2+ Levels Below Grade Level Grade 2 - 29% On Grade Level - 48% Below Grade Level - 23% 2+ Levels Below Grade Level</p>	<p>Site Goal for K-2 grade students: By May 2021, a minimum of 80% of students will improve in their end of year iReady Diagnostic. Additionally, they will show in growth at each benchmark.</p>
iReady for English Learners	<p>The 2020-2021 school year was the first year iReady EL data was desegregated: G3 55#of students Level 1- 5 Level 2 - 9 Level 3 - 25 Level 4 - 15 Level 5 - 1 G4 39#of students Level 1- 6 Level 2 - 8 Level 3 - 10 Level 4 -9 Level 5 - 6 G5 56#of students Level 1- 2 Level 2 - 7 Level 3 - 19 Level 4 -10 Level 5 - 18</p> <p>1 Mid or above Grade Level 2 Early on Grade Level 3 1 Grade Level below 4 2 Grade Levels below 5 3 or More Grade Levels below</p> <p>Based on 2018-2018 ELPAC overall performance level</p>	<p>Site Goal for English Learners: By May 2022, 100% of English Learners will improve in a performance level in at least one domain area. To promote this growth, students will be challenged to practice Reading, Writing, Listening, and Speaking with teachers intentionally connecting the ELA and ELD framework and delivered through daily designated and integrated ELD lessons.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>results, 35% of K-6 students scored Level 4 (Well Developed), 43% Level 3 (Moderately Developed), 16% Level 2 (Somewhat Developed), 3% Level 1 (Beginning)</p> <p>Domain results:</p> <p>Listening - 50% Well-Developed, 44% Somewhat/Moderately Developed, 20% Beginning</p> <p>Speaking - 55% Well-Developed, 37% Somewhat/Moderately Developed, 8% Beginning</p> <p>Reading - 33% Well-Developed, 48% Somewhat/Moderately Developed, 19% Beginning</p> <p>Writing - 36% Well-Developed, 58% Somewhat/Moderately Developed, 8% Beginning</p>	

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Utilize best practices to meet state standards by delivering BPSD Core Curriculum / Instruction in English Language Arts , Math, Science, Social Studies, PE, and the Arts. Emphases for the 2021-2022 school year includes: Cognitively Guided Instruction (Mathematics) and professional development to support individual teacher growth plan in any of the areas above

The expenditures to meet this goal will include:

CGI Professional Development weekends, ½ days, & consulting days \$20,000

Teacher Hourly Pay for attending Saturday PD + Benefits \$19,000

Teacher Professional Development (conferences, workshops, coaching, development books, etc. \$10,000

Three full day (~ one per trimester) site funded professional learning team planning days for each grade level focused on essential standards, data, and the 4 PLC question - LCFF

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Title I
19,000	Title I
10,000	Title I

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Staff frequently analyses student assessment data to monitor student progress to provide interventions to enhance student outcome and to address the achievement gap within subgroups such as English Learners, Low Income, and Foster Youth.

The expenditures to meet this goal will include:

Teacher Substitutes for PD, Planning, CAST \$4,000

Tier 3 – Intervention support for upper grade \$10,000

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
4,000	Title I
10,000	Title I

### Strategy/Activity 3

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

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

All Students, especially those in Primary Grades

#### Strategy/Activity

Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement.

The expenditures to meet this goal will include:

Levels Books as needed to meet student needs \$3,000

Electronic Licenses such as Reading A-Z \$5000

### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
5,000	Title I
3,000	Title I

**Strategy/Activity 4**

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

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

English Learners

**Strategy/Activity**

Using ELD Standards and ELA/ELD Framework, provide integrated and designated ELD instruction to support the language needs of all English Learners that incorporates research-based strategies. The expenditures to meet this goal will include:

- Support from a Bilingual Instructional Aide \$34,402
- Instructional material for designated and integrated ELD - district purchased

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
34,402	Title I

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

Gilbert staff taught BPSD Core Curriculum to address Common Core State Standards in all subject areas. Focus remained on Balanced Literacy, Reading/Writing Workshop, in addition to Zearn, and Cognitively Guided instruction implementation. Teachers use Thursday Collaboration to analyze student work through assessments and to plan further lessons and interventions. Additional professional development will be focused in the area of mathematics specifically Cognitively Guided Instruction. In addition, three site lead full days are used to review benchmark and assessment data to plan for small group interventions. For students that are not responding quickly to in-class Tier 1 interventions, the site CAST team works to develop a further plan for Tier 2

intervention and progress monitoring. This year, a special emphasis in teacher professional development was placed upon both long-term English learners (LTELs) and the annual ELPAC exam.

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

Due to a slight decline in enrollment, Gilbert was informed in the spring that Title I funding would be reduced. However, through conscientious usage of resources, the impact did not affect student learning or activities.

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

## Goal 2

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

## Identified Need

Gilbert School continues to implement the multi tiered system of academic and behavioral supports focused on growth and achievement (MTSS). Our PBIS team continues to research strategies and interventions to better meet the behavioral needs of our students. District and outreach counselors also support students' social and emotional needs. Gilbert School was modernized in the summer of 2017 where all classrooms have new carpet, walls, furniture and cutting-edge technology. For school safety, Gilbert is now a completely closed campus before, during, and after school. We also have a new electronic visitor check-in system (Raptor).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - CA Dashboard	In 2020-21, zero student suspensions were recorded. In 2016-17, 24 student suspensions were recorded and 15 in 2017-18. Through PBIS interventions and alternate means of correction, we were able to reduce this to only 1 suspension in the current school year.	Through a continued progressions of PBIS interventions, our goal will be to keep suspension below 3 for the 2021-22 school year.
LCAP Survey - Facilities and Technology	Based on the 2020-2021 LCAP Parent Survey, 47% strongly agreed and 51% agreed that the school facilities were in good repair. Based on the 2020-2021 LCAP Parent Survey, 40% very satisfied, 54% satisfied, and 2% very dissatisfied with school instruction for using computers and technology.	There will be a increase of 5% of parents strongly agreeing that the school facilities are in good maintenance and with Instruction for using computers and technology.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Maintain and enhance productive 21st century learning environments by providing and sustaining educational technology hardware, digital content, and supplies.

Gilbert has been able to enhance our technology over the past number of years and will only need funding this year for miscellaneous repairs or replacements.

The expenditures to meet this goal will include: (Technology supplies and equipment - LCFF)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Build positive culture and improve educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS). The expenditures to meet this goal will include: (Awards, Certificates, incentives - LCFF)

- PBIS Assemblies / MTSS Support for the 2021-2022 academic school year.
- Monthly PBIS Team Meetings, PBIS rotations twice a year (no cost)

Tier 2 Behavior and Social Emotional Supports: Panorama data review and planning of next steps based on individual classroom data include focused SEL lessons. Additional Tier 2 supports for students who are demonstrating difficulty consistently demonstrating ROAR both inside and outside the classroom include but are not limited to: District and Outreach Counselors taught social skills lessons in the primary grades, Check in-Check Out, mentoring, silent mentoring, Behavior Charts, and Break Cards, focused on positive behavior Tier 3 support include but are not limited to referral to the transitional coach for short term support and outside referrals for long term support through Care Solace

Tier 2 and Tier 3 Academic Supports: small group targeted intervention provided by the classroom teacher, small group targeted intervention provided by a paraprofessional, Tier 3: three days a week targeted intervention by a credentialed teacher currently offered only to (2nd and 3rd grade students)

Additional work is needed in the area of building in cultural relevancy across content areas.

Specifically at need at Gilbert is the need to increase culturally relevant mentor text that is used during reading and writing workshop across grade level spans.

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

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

Amount(s)

1,486

Source(s)

Title I

### **Strategy/Activity 3**

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

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

All Students

#### **Strategy/Activity**

Promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures dedicated to the security of students, staff, and others approved to be on campus.

The expenditures to meet this goal will include:

(Before, during, and after student supervision, beyond district allocation, Safety and health supplies, Monthly safety drills and classified staff meetings - LCFF)

- Substitute funding to ensure stable procedures, such as playground supervision for the 2021-2022 academic school year. - LCFF

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

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

## **ANALYSIS**

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

Gilbert School expectations are taught to all students in the beginning of the school year, and revisited throughout. Morning announcements include behavioral reminders daily. Trimester celebrations celebrate students that are demonstrating the district's core ethical values as

rewarding through our ROAR cards. Additional Tier 2 supports for students who are demonstrating difficulty consistently demonstrating ROAR both inside and outside the classroom include but are not limited to: District and Outreach Counselors taught social skills lessons in the primary grades, Check in-Check Out, Behavior Charts, and Break Cards, focused on positive behavior Tier 3 support include but are not limited to referral to the transitional coach for short term support and outside referrals for long term support through Care Solace.

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

Implementation followed the prior year's plan with increasing success.

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.

In the coming year, Gilbert's PBIS Team will increasing monitor the success of various supports and intervention for Tier 2 and 3 behavioral needs.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BPSSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

## Goal 3

Increase authentic parent and pupil engagement to support academic achievement and social-emotional development. Parents will have multiple opportunities to be engaged in their children's education.

## Identified Need

Gilbert School has parent involvement opportunities through our Parent Teacher Organization, SSC, ELAC, ESL, classroom volunteers, and special events. We also partner with community organizations to support our school and families.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in the annual LCAP Survey	<p>Participation in the survey was very limited (14 completed), but the feedback was positive. Over 90% of parents chose "agreed/satisfied" or "strongly agreed/very satisfied" with the following:</p> <ul style="list-style-type: none"><li>• Campus is clean, secure and in good repair.</li><li>• Students get the classroom materials and support they need.</li><li>• Parents feel free to engage the school in their preferred language.</li><li>• Parents' are informed of how they can be involved.</li><li>• Students are encouraged to be physically fit and healthy.</li><li>• English, Math, ELD, and Technology instruction.</li></ul>	<p>Desire to increase participation to 100 parents responding.</p> <p>The goal is to keep high standards for the areas in which parents are already pleased, such as safe and clean schools, quality communication with families, and educational opportunities and health education.</p> <p>An additional goal is to increase STEM lessons and robotics, improve parental awareness of the multi-tiered system of supports for students struggling with academic or behavioral issues, and to offer additional parent meetings on topics such as preparation for college and input meetings for district decision making.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Parent responses showed the following needs:</p> <ul style="list-style-type: none"> <li>• Parent training related to college preparation.</li> <li>• Increased STEM education.</li> <li>• Increased voice in BPSD district-level decision making.</li> </ul>	
Parent participation rates in trainings and meetings	<p>Currently, Gilbert is proud of hosting some of the largest parent meetings in the district with between 50-80 parents attending per month.</p> <p>In addition, we host ESL classes that are assisting between 20-30 parents to improve their English skills so as to better be able to engage in their own children's educational progress.</p>	<p>Building upon our successful attendance at events, Gilbert seeks to increase its monthly numbers at parent meetings to average 75 parents monthly.</p> <p>In order to retain the ESL class on campus, the daily average enrollment needs to be at 25 parents. We seek to increase regular attendance to 30 parents.</p>

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Committees for ELAC, SSC, and PTO will provide input on the SPSA including student programs, parent supports, and school-wide activities. ELAC, SSC, and PTO meetings will be held to update parents on school-wide progress being made toward goals.

The expenditures to meet this goal will be:

- To encourage parent participation:

Additional Title 1 funds were allocated to either pay for consulting or training as determined by parent needs survey and parent committee \$1,000

### Proposed Expenditures for this Strategy/Activity

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



Amount(s)	Source(s)
1,000	Title I

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Encourage more parent participation in school activities, workshops, and school parent organization through enhancing communication and opportunities for parents to be involved.

- Parent Workshops provided by district and school site staff
- Parent Teacher Organization Events

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

## Strategy/Activity 3

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

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

All Student, and especially English Learners

### Strategy/Activity

Increase opportunities to inform parents and provide consistent and regular communication channels including weekly parent square messages, periodic school newsletters, updated Gilbert website with weekly Facebook posts, announcement and reminder flyers and Edulink calls. Provide report cards 3 times a year and Parent-Teacher Conferences at least once a year in the first two months of school. All communication will be provided in both English and Spanish.

The expenditures to meet this goal will include: (Postage, Office Supplies for school/home communication, Translation Stipend - LCFF)

- To encourage parent participation:

Additional Title 1 funds were allocated to support the implementation of a family learning series in the area of cognitively guided instruction, funds will be used for parent materials, student take home materials, family engagement team planning time (team includes: Principal, primary teacher, upper grade teacher, upper grade parent and primary parent). \$2,000

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Gilbert offers many opportunities for parents to be involved in their child's education. Although we have maintained the same amount of parents participating in our Parent Teacher Organization, there remains a need to recruit more parent volunteers. We utilize multiple measures of communication to inform parents of school activities, but would like to implement informing parents of school news through email. We continue to seek parent input through the LCAP Parent Survey.

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

No major differences in 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.

No changes were made to this goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

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

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$110,888
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,888.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$109,888.00

Subtotal of additional federal funds included for this school: \$109,888.00

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

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

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

Total of federal, state, and/or local funds for this school: \$109,888.00

# 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
Leslie Ramirez	Principal
Elizabeth Reilly	Classroom Teacher
Karla Knott	Classroom Teacher
Christina Beltran	Classroom Teacher
Valerie Ortiz	Other School Staff
Maria Garcia	Parent or Community Member
Paola Elizalde	Parent or Community Member
Brenda Torres	Parent or Community Member
Fabiola Zacarias	Parent or Community Member
Maria Mendoza	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 12/08/2020.

Attested:

Principal, Leslie Ramirez on 12/09/2020

SSC Chairperson, Brenda Torres on 12/08/2020

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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



# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019