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
Cajon Park School	37 68361 6040349	December 2023	January 2024

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)

Additional Targeted Support and Improvement

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the

federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA. Cajon Park School Plan is aligned with our District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals. Our resources will align with our two goals centered around (1) All students will demonstrate mastery of grade level content and graduate prepared to be successful in college, career, and beyond; and (2) Developing and maintaining positive parent, student, and community involvement and engagement to promote and support student success.

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Comprehensive Needs Assessment Components

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

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

Cajon Park School uses different surveys to gather pertinent data on programs, instruction, and climate at our site. The main survey data is derived from Panorama. Additional surveys include the California Healthy Kids Survey as well as school-generated Google surveys.   Panorama Survey Data reported 59% of secondary students and 73% of elementary students responded favorably to questions about "Sense of Belonging" (School Connectedness). 59% of secondary students and 73% of elementary students responded favorably to "I feel I am a part of this school." 56% of secondary students and 73% of elementary students responded favorably to "I am happy to be at this school."

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

Classroom observations are performed on a daily/weekly basis amongst the Administrative Team. Specific feedback is given based on our site-based feedback tool and shared with teachers in meaningful discussions.

Classroom observation data from the 22/23 school year indicated teachers providing a strong level of collective efficacy while practicing "Love and Logic" strategies in the classroom. Data also indicated that teachers can create classroom environments that are inclusive and equitable, including an emphasis on success criteria and multiple means of demonstrating competency.

Classroom observations for the 22/23 school year include relevant data concerning site-based action goals, including a first best instructional practices.

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)

BAS, SBAC, iReady, IAB/ICA, Amplify, Wonders, site-specific Lexia, ESGI (K), CPM, Read 180/System 44, Math Expressions, CPM, Performance Tasks

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

Curricular Programs (Amplify, Wonders, Math Expressions, CPM), Grade Level/Divisional Teams, BAS, iReady, MTSS data

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All requirements for highly qualified staff have been met.

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

All credentialed teachers at Cajon Park School meet State requirements. The Santee School District has extensive training on all adopted instructional materials and follow-up training.

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

All District and site professional development is aligned to content standards and based on needs of students and staff.

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

Santee School District has five Curriculum Resource Teachers who support teachers through planning, professional development sessions, and modeled lessons. Santee School District also provides ongoing professional development for teachers.

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

Teachers are provided with time for collaboration as part of site professional development schedule.

Teaching and Learning

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

All curricular materials are State Board Adopted, and meet the content and performance standards required under ESEA.

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

All teachers adhere to the recommended instructional minutes for both language arts and mathematics.

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

Staffing including:LAS/IRT, Bilingual Assistants, and IAs to ensure proper attention and time with student groups that have been identified and their needs.

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

All curricular materials are State Board Adopted, and are 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)

All curricular materials are State Board Adopted, and include intervention materials.

Opportunity and Equal Educational Access

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

RTI and MTSS programs (both academic and/or behavioral), including LAS with MTSS groups daily, counseling services, and restorative practices through the Vice Principal's office.

Evidence-based educational practices to raise student achievement

Implementation of as well as intimate analysis of all relevant data concerning student achievement. A review of research regarding effective instructional practices indicated the following high-yield strategies should remain a school-wide focus. (effective size indicators are taken from the work of John Hattie, where 0.4 represents the typical effect size that can be expected for a year of teaching).

Teacher Clarity .75
Cognitively Complex Tasks .69
Formative Assessment Processes .90
Explicit Vocabulary Instruction .97
Student to Student collaboration .82
Teacher Collective Efficacy 1.57

Therefore, the faculty has identified the following best practices for classroom instruction:
o Is the Learning Standard Clear (Learning Intention/Success Criteria)
o Have prior knowledge/schema been activated?
o Is this surface or deep learning? (Notice patterns, generate arguments, generate explanations, required transfer of knowledge to new situations)
o Social/Interpersonal (Were students talking? Exploratory talk? Sense-making through dialogue and discussion?)
o Metacognitive approach to instruction? (Student goal setting, self-evaluation, student monitoring of their progress toward achieving goals)
o Active process of mental construction and sense-making (learner is at the center and is the primary actor interacting with the curriculum material)
o Instructional practices make every student feel valued and capable...learning does not occur in the absence of trusting relationships.
o Routines ensure clarity for students and provide a foundation for taking learning risks.

Parental Engagement

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

Our Parent involvement policy is located on our website at cp.santeesd.net; We have an extensive staff ready to address and assist with parent concerns regarding educational and social/emotional well-being, including our IRT staff, Counselor, School Psychologist, Student Success Team. Adopted curriculum is available at home via iPads/online and students have access to iPads on site and at home.

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)

Parent volunteers, family nights, trainings for parents, SSC, PTSA, ELAC, Cajon Park parents are invited to join DAC (District Advisory Committee) and other District committees. We also have a Language Arts Specialist to assist on site.

<u>Funding</u>

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

Categorical funding provides our site with two educational instructional assistants and a part time certificated professional teacher, dedicated to ensuring that underperforming students meet standards. Two part time intervention teachers see small groups of students throughout schedule, instructing them from research based strategies. Our intervention teacher provides teachers with high quality instructional guidance in literacy to ensure all students are showing adequate growth in reading. Our intervention teacher also provides teachers with instructional strategies to ensure that all students have access to core curriculum.

Fiscal support (EPC)

$100,204

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Leadership Team uses monthly meetings with School Site Council and ELAC committees, as well as other educational partners such as our PTSA and Staff Leadership, to garner input regarding our SPSA plan. Faculty and Staff are consulted both formally at staff meetings and informally throughout the year.

Resource Inequities

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

At this time no resource inequities were identified based on our comprehensive needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.45%	0.34%	4	4	3
African American	1.2%	1.36%	1.69%	11	12	15
Asian	1.3%	1.25%	1.47%	12	11	13
Filipino	1.0%	0.91%	0.79%	9	8	7
Hispanic/Latino	23.3%	21.74%	21.11%	219	192	187
Pacific Islander	0.3%	0.11%	0.34%	3	1	3
White	63.7%	64.78%	64.22%	598	572	569
Multiple/No Response	8.8%	9.40%	10.05%	83	83	89
			Total Enrollment	939	883	886

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	105	92	99
Grade 1	75	79	77
Grade 2	86	89	78
Grade3	111	87	88
Grade 4	107	102	101
Grade 5	125	116	108
Grade 6	86	99	120
Grade 7	131	100	113
Grade 8	113	119	102
Total Enrollment	939	883	886

Conclusions based on this data:

1. A decrease in enrollment is noticed.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	84	89	101	8.90%	10.1%	11.4%
Fluent English Proficient (FEP)	45	40	44	4.80%	4.5%	5.0%
Reclassified Fluent English Proficient (RFEP)	11	11	9	13.1%	12.35%	7.6%

Conclusions based on this data:

1. EL population and progress has realized significant improvement in state assessment performance.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	111	93	85	107	89	85	107	89	85	96.4	95.7	100.0
Grade 4	106	99	103	99	99	102	99	99	102	93.4	100.0	99.0
Grade 5	124	114	103	115	114	102	115	114	102	92.7	100.0	99.0
Grade 6	83	106	116	80	103	115	80	103	115	96.4	97.2	99.1
Grade 7	134	100	113	132	98	108	131	98	108	98.5	98.0	95.6
Grade 8	110	119	96	108	117	94	108	117	94	98.2	98.3	97.9
All Grades	668	631	616	641	620	606	640	620	606	96.0	98.3	98.4

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2433.	2453.	2439.	27.10	32.58	25.88	26.17	28.09	27.06	22.43	22.47	27.06	24.30	16.85	20.00
Grade 4	2471.	2466.	2492.	24.24	22.22	37.25	27.27	28.28	23.53	27.27	23.23	16.67	21.21	26.26	22.55
Grade 5	2495.	2491.	2478.	20.00	18.42	14.71	27.83	29.82	23.53	17.39	19.30	25.49	34.78	32.46	36.27
Grade 6	2521.	2500.	2514.	11.25	13.59	14.78	35.00	28.16	36.52	31.25	23.30	21.74	22.50	34.95	26.96
Grade 7	2559.	2541.	2549.	19.08	12.24	12.96	35.11	34.69	39.81	25.19	27.55	27.78	20.61	25.51	19.44
Grade 8	2550.	2565.	2556.	5.56	17.09	18.09	46.30	31.62	31.91	26.85	31.62	23.40	21.30	19.66	26.60
All Grades	N/A	N/A	N/A	18.13	19.03	20.30	32.97	30.16	30.69	24.69	24.68	23.60	24.22	26.13	25.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.17	29.21	22.35	53.27	60.67	56.47	20.56	10.11	21.18
Grade 4	19.19	16.16	28.43	66.67	65.66	58.82	14.14	18.18	12.75
Grade 5	13.91	15.79	10.78	64.35	64.04	70.59	21.74	20.18	18.63
Grade 6	17.50	13.59	17.39	58.75	53.40	56.52	23.75	33.01	26.09
Grade 7	22.14	20.41	13.89	53.44	62.24	71.30	24.43	17.35	14.81
Grade 8	15.74	17.95	17.02	57.41	56.41	53.19	26.85	25.64	29.79
All Grades	19.22	18.55	18.15	58.75	60.32	61.39	22.03	21.13	20.46

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	18.69	32.58	18.82	57.01	50.56	67.06	24.30	16.85	14.12
Grade 4	15.15	19.19	17.65	69.70	60.61	64.71	15.15	20.20	17.65
Grade 5	23.89	17.54	10.78	45.13	53.51	60.78	30.97	28.95	28.43
Grade 6	12.50	8.74	11.40	63.75	60.19	57.89	23.75	31.07	30.70
Grade 7	24.62	21.43	20.56	55.38	54.08	57.01	20.00	24.49	22.43
Grade 8	11.11	17.09	23.40	67.59	61.54	52.13	21.30	21.37	24.47
All Grades	18.21	19.03	16.89	59.18	56.94	59.77	22.61	24.03	23.34

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	13.08	22.47	8.24	74.77	65.17	80.00	12.15	12.36	11.76
Grade 4	12.12	10.10	20.59	72.73	72.73	63.73	15.15	17.17	15.69
Grade 5	10.43	11.40	11.76	76.52	78.95	71.57	13.04	9.65	16.67
Grade 6	15.00	9.71	15.65	70.00	75.73	72.17	15.00	14.56	12.17
Grade 7	14.50	14.29	12.04	76.34	72.45	74.07	9.16	13.27	13.89
Grade 8	11.11	19.66	11.70	74.07	71.79	74.47	14.81	8.55	13.83
All Grades	12.66	14.52	13.53	74.38	73.06	72.44	12.97	12.42	14.03

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	17.76	16.85	18.82	67.29	65.17	67.06	14.95	17.98	14.12
Grade 4	15.15	10.10	22.55	71.72	63.64	67.65	13.13	26.26	9.80
Grade 5	18.26	13.16	12.75	60.87	67.54	61.76	20.87	19.30	25.49
Grade 6	20.00	13.59	13.91	66.25	65.05	73.04	13.75	21.36	13.04
Grade 7	28.24	12.24	13.89	59.54	68.37	71.30	12.21	19.39	14.81
Grade 8	12.96	13.68	15.96	71.30	76.92	70.21	15.74	9.40	13.83
All Grades	19.06	13.23	16.17	65.78	68.06	68.65	15.16	18.71	15.18

Conclusions based on this data:

1. Overall, there has been flatline/small increase in ELA CAASPP scores: Meets Standards or Exceeds Standards 3-8.

2. Strategic, intentional planning for Literacy and related skills, including Guided Reading training, availability of Lexia reading intervention program (Grades K-8) as well as iReady, and targeted interventions using additional staff may prove effective.

3. Formative and trimester data is incongruent with CAASPP performance. Faculty will address issues of perseverance and stamina related to year end summative State testing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	111	93	85	107	90	85	107	90	85	96.4	96.8	100.0
Grade 4	106	99	103	100	99	103	100	99	103	94.3	100.0	100.0
Grade 5	124	114	103	116	114	101	116	114	101	93.5	100.0	98.1
Grade 6	83	106	116	79	103	114	79	103	114	95.2	97.2	98.3
Grade 7	134	100	111	128	99	105	128	99	105	95.5	99.0	94.6
Grade 8	110	119	96	105	117	94	105	117	94	95.5	98.3	97.9
All Grades	668	631	614	635	622	602	635	622	602	95.1	98.6	98.0

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2433.	2442.	2436.	19.63	24.44	22.35	28.97	32.22	30.59	27.10	23.33	24.71	24.30	20.00	22.35
Grade 4	2460.	2469.	2487.	10.00	19.19	25.24	34.00	18.18	29.13	30.00	45.45	28.16	26.00	17.17	17.48
Grade 5	2461.	2472.	2481.	11.21	11.40	12.87	13.79	20.18	17.82	21.55	28.07	34.65	53.45	40.35	34.65
Grade 6	2511.	2480.	2499.	16.46	7.77	4.39	20.25	15.53	28.07	31.65	34.95	37.72	31.65	41.75	29.82
Grade 7	2535.	2524.	2535.	21.88	18.18	20.95	18.75	20.20	21.90	29.69	27.27	26.67	29.69	34.34	30.48
Grade 8	2519.	2532.	2551.	14.29	19.66	28.72	19.05	17.95	19.15	19.05	23.08	14.89	47.62	39.32	37.23
All Grades	N/A	N/A	N/A	15.75	16.56	18.60	22.20	20.42	24.42	26.30	30.23	28.24	35.75	32.80	28.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	27.10	26.67	30.59	43.93	52.22	42.35	28.97	21.11	27.06
Grade 4	15.00	25.25	32.04	57.00	52.53	47.57	28.00	22.22	20.39
Grade 5	6.03	14.91	14.85	44.83	41.23	47.52	49.14	43.86	37.62
Grade 6	12.66	6.80	6.14	50.63	42.72	61.40	36.71	50.49	32.46
Grade 7	25.78	20.20	22.86	47.66	46.46	46.67	26.56	33.33	30.48
Grade 8	12.50	17.09	22.34	41.35	50.43	42.55	46.15	32.48	35.11
All Grades	16.88	18.17	20.93	47.32	47.43	48.50	35.80	34.41	30.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	21.50	31.11	23.53	50.47	48.89	58.82	28.04	20.00	17.65
Grade 4	15.00	20.20	27.18	55.00	51.52	54.37	30.00	28.28	18.45
Grade 5	12.07	10.53	9.90	48.28	57.02	56.44	39.66	32.46	33.66
Grade 6	8.86	7.77	8.77	62.03	57.28	63.16	29.11	34.95	28.07
Grade 7	17.19	16.16	17.14	58.59	56.57	54.29	24.22	27.27	28.57
Grade 8	18.10	22.22	23.40	45.71	47.86	48.94	36.19	29.91	27.66
All Grades	15.75	17.68	17.94	53.07	53.22	56.15	31.18	29.10	25.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	23.36	26.67	20.00	57.94	61.11	63.53	18.69	12.22	16.47
Grade 4	12.00	15.15	23.30	63.00	62.63	61.17	25.00	22.22	15.53
Grade 5	7.76	8.77	10.89	57.76	54.39	54.46	34.48	36.84	34.65
Grade 6	13.92	6.80	7.89	59.49	60.19	70.18	26.58	33.01	21.93
Grade 7	14.06	13.13	19.05	67.97	67.68	60.00	17.97	19.19	20.95
Grade 8	14.29	14.53	14.89	56.19	55.56	57.45	29.52	29.91	27.66
All Grades	14.17	13.83	15.78	60.63	59.97	61.30	25.20	26.21	22.92

Conclusions based on this data:

1. Overall, school wide performance in Math CAASPP Meets or Exceeds Standards percentages demonstrated strong gains from 20-21 to 22-23, Grades 3-8. We realized a 12 point improvement in distance from standard.

2. Identification of specific, targeted items by classrooms to address deficiencies gleaned from close data analysis are included in Site Action Goals.

3. Formative and trimester data is incongruent with CAASPP performance. Faculty will address issues of perseverance and stamina related to year end summative State testing.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**											
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1428.5	1415.7	*	1422.5	1417.2	*	1442.5	1411.7	9	15	16
1	*	*	1486.6	*	*	1486.9	*	*	1485.7	5	4	13
2	*	*	*	*	*	*	*	*	*	7	9	*
3	1487.1	1501.5	1494.7	1491.9	1486.9	1494.8	1481.7	1515.5	1494.5	18	11	11
4	1522.7	1506.3	*	1530.6	1498.4	*	1514.5	1513.8	*	11	12	9
5	*	*	1528.8	*	*	1529.2	*	*	1527.8	8	8	13
6	*	*	*	*	*	*	*	*	*	7	8	7
7	*	*	*	*	*	*	*	*	*	6	8	10
8	*	*	*	*	*	*	*	*	*	7	*	6
All Grades										78	78	88

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	Overall Language **Percentage of Students at Each Performance Level for All Students**														
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	20.00	12.50	*	33.33	37.50	*	33.33	25.00	*	13.33	25.00	*	15	16
1	*	*	23.08	*	*	61.54	*	*	15.38	*	*	0.00	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	22.22	36.36	9.09	55.56	27.27	63.64	11.11	9.09	18.18	11.11	27.27	9.09	18	11	11
4	36.36	8.33	*	27.27	58.33	*	27.27	25.00	*	9.09	8.33	*	11	12	*
5	*	*	38.46	*	*	7.69	*	*	53.85	*	*	0.00	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.79	15.38	21.59	34.62	39.74	42.05	29.49	32.05	28.41	14.10	12.82	7.95	78	78	88

		Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	*	20.00	6.25	*	46.67	43.75	*	20.00	25.00	*	13.33	25.00	*	15	16
1	*	*	30.77	*	*	53.85	*	*	15.38	*	*	0.00	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	50.00	54.55	36.36	27.78	9.09	45.45	16.67	9.09	9.09	5.56	27.27	9.09	18	11	11
4	45.45	25.00	*	45.45	50.00	*	9.09	25.00	*	0.00	0.00	*	11	12	*
5	*	*	38.46	*	*	46.15	*	*	15.38	*	*	0.00	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.90	23.08	32.95	41.03	47.44	46.59	14.10	20.51	13.64	8.97	8.97	6.82	78	78	88

		Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	*	20.00	12.50	*	26.67	25.00	*	33.33	43.75	*	20.00	18.75	*	15	16
1	*	*	15.38	*	*	69.23	*	*	15.38	*	*	0.00	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	5.56	36.36	9.09	27.78	18.18	27.27	50.00	27.27	45.45	16.67	18.18	18.18	18	11	11
4	9.09	8.33	*	36.36	25.00	*	18.18	50.00	*	36.36	16.67	*	11	12	*
5	*	*	7.69	*	*	38.46	*	*	23.08	*	*	30.77	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.97	10.26	10.23	25.64	29.49	37.50	37.18	33.33	32.95	28.21	26.92	19.32	78	78	88

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33	6.25	*	60.00	68.75	*	6.67	25.00	*	15	16
1	*	*	46.15	*	*	53.85	*	*	0.00	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	22.22	36.36	18.18	61.11	45.45	45.45	16.67	18.18	36.36	18	11	11
4	45.45	33.33	*	54.55	41.67	*	0.00	25.00	*	11	12	*
5	*	*	30.77	*	*	53.85	*	*	15.38	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	23.08	23.86	60.26	58.97	57.95	16.67	17.95	18.18	78	78	88

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67	12.50	*	80.00	56.25	*	13.33	31.25	*	15	16
1	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	83.33	63.64	81.82	11.11	9.09	18.18	5.56	27.27	0.00	18	11	11
4	81.82	41.67	*	18.18	58.33	*	0.00	0.00	*	11	12	*
5	*	*	84.62	*	*	15.38	*	*	0.00	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	66.23	44.87	68.18	25.97	46.15	23.86	7.79	8.97	7.95	77	78	88

| Reading Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	26.67	18.75	*	53.33	62.50	*	20.00	18.75	*	15	16
1	*	*	30.77	*	*	69.23	*	*	0.00	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	5.56	27.27	0.00	66.67	54.55	63.64	27.78	18.18	36.36	18	11	11
4	27.27	8.33	*	36.36	66.67	*	36.36	25.00	*	11	12	*
5	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.54	10.26	14.77	51.28	56.41	57.95	37.18	33.33	27.27	78	78	88

| Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57	37.50	*	42.86	50.00	*	28.57	12.50	*	14	16
1	*	*	0.00	*	*	100.00	*	*	0.00	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	11.11	27.27	9.09	72.22	54.55	81.82	16.67	18.18	9.09	18	11	11
4	0.00	25.00	*	81.82	75.00	*	18.18	0.00	*	11	12	*
5	*	*	30.77	*	*	46.15	*	*	23.08	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.26	19.48	18.18	69.23	61.04	71.59	20.51	19.48	10.23	78	77	88

Conclusions based on this data:

1. Overall, the EL population performance indicator is improving and moving forward with input from ELAC Committee, teachers, EL Aides and students.

2. School-wide intervention implementation is assisting EL student group as well as teachers receiving literacy training with District support. (CRT driven grade level release meetings)

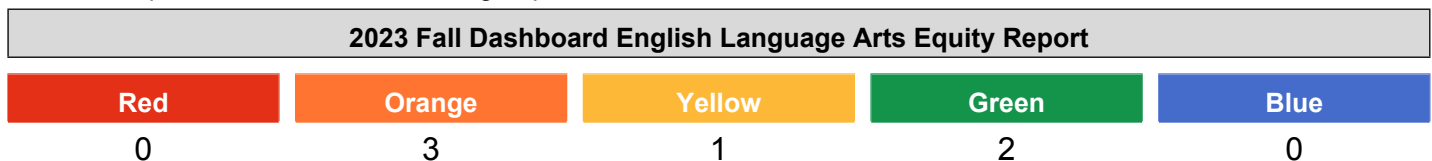# School and Student Performance Data

Student Population

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
886	**40.4**	**11.4**	**0.3**
Total Number of Students enrolled in Cajon Park School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	101	11.4
Foster Youth	3	0.3
Homeless	22	2.5
Socioeconomically Disadvantaged	358	40.4
Students with Disabilities	191	21.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	1.7
American Indian	3	0.3
Asian	13	1.5
Filipino	7	0.8
Hispanic	187	21.1
Two or More Races	89	10
Pacific Islander	3	0.3
White	569	64.2

Conclusions based on this data:

1. Percentage of students that are identified as socioeconomically challenged continues to grow. Programs to address the needs of these students remain in place.

2. Identified, targeted programs to address the needs of all student groups continue.

3. Implementation of first best practices identified by faculty and supported by the work of John Hattie and the National Research Council.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Identified, specific goals for Math are established, focusing on the distinct areas of need by grade level.

2. Identified, specific goals for ELA are established, focusing on the District Literacy goals.

3. Implementation of first best practices identified by faculty and supported by the work of John Hattie and the National Research Council.

School and Student Performance Data

Academic Performance
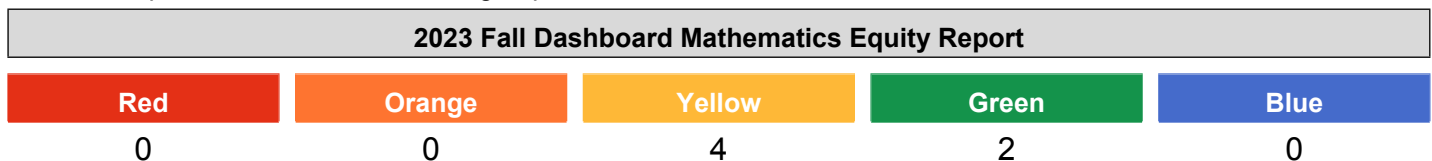## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	2	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
3.9 points below standard	36 points below standard	1 Student
Maintained +1.2 points	Maintained -1.7 points	
599 Students	87 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
47.9 points below standard	Orange	Yellow
Decreased -11.6 points	29.2 points below standard	66 points below standard
14 Students	Decreased -7 points	Increased +11.4 points
	241 Students	145 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
61.2 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students
13 Students	2 Students	9 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Green
20.1 points below standard	12.1 points above standard	0 Students	0.1 points below standard
Decreased -12 points	Maintained -1.8 points		Increased +5.3 points
135 Students	55 Students		379 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.4 points below standard	26.9 points above standard	0 points below standard
Increased +4.9 points	Increased +14.6 points	Maintained +2 points
54 Students	33 Students	499 Students

Conclusions based on this data:

1. Although there are still areas of concern and there was a slight increase overall in ELA, most groups maintained.

2. There was a slight increase in overall performance in ELA. In analyzing data, specific attention to writing strategies will be implemented 3-8.

3. Implementation of first best practices identified by faculty and supported by the work of John Hattie and the National Research Council.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	2	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
26.7 points below standard	54.4 points below standard	
Increased +10.8 points	Increased Significantly +17.9 points	1 Student
596 Students	87 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
70.6 points below standard	Yellow	Yellow
Increased Significantly +28 points	52.3 points below standard	83.6 points below standard
14 Students	Increased +11.6 points	Increased Significantly +33 points
	238 Students	145 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
127.2 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students
13 Students	2 Students	9 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Green
50.1 points below standard	16.6 points below standard	0 Students	18.6 points below standard
Increased +6.5 points	Increased +4.2 points		Increased +13.2 points
134 Students	55 Students		379 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.2 points below standard	7.5 points above standard	23.4 points below standard
Increased +14.7 points	Increased Significantly +45.1 points	Increased +10.2 points
54 Students	33 Students	497 Students

Conclusions based on this data:

1. Overall, the student population maintained or slightly decreased in Math, however significant concerns with the Students with Disabilities subgroup presented themselves.

2. There was a decrease in overall performance in Math. In analyzing data, specific attention to Number Sense through targeted classroom strategies will be implemented 3-8.

3. Implementation of first best practices identified by faculty and supported by the work of John Hattie and the National Research Council.

School and Student Performance Data
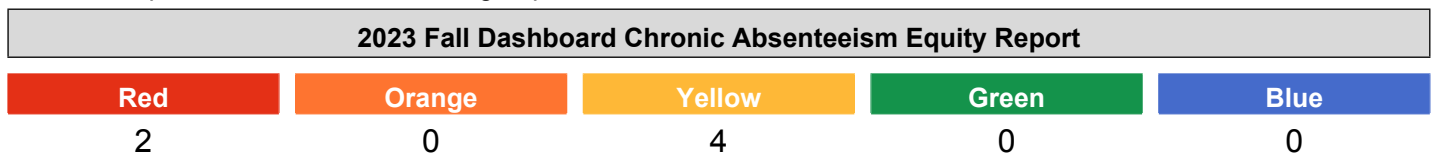
Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
54.4 points above standard making progress towards English language proficiency
Number of EL Students: 68 Students
Performance Level: 3
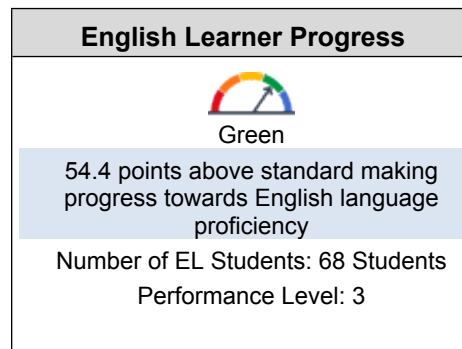
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	23	3	34

Conclusions based on this data:

1. Although the EL population progress is still an area of concern, there were significant increases in both ELA and Math.

2. Further training for teachers in GLAD strategies will be offered to address the issues of the student group.

3. Continued training and collaboration between site LAS and EL aides with the intent of improving student achievement.

School and Student Performance Data

Academic Engagement
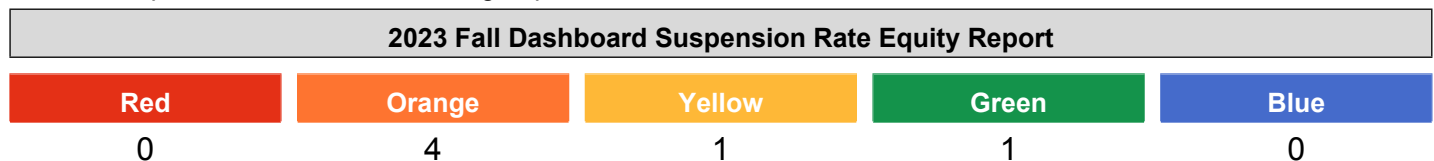## Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	0	4	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
22.5% Chronically Absent	21.9% Chronically Absent	
Declined Significantly -7.2	Increased 5.1	3 Students
911 Students	105 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
14.3% Chronically Absent	Yellow	Yellow
Declined -20.5	26.6% Chronically Absent	28% Chronically Absent
21 Students	Declined Significantly -10.5	Declined Significantly -12.3
	379 Students	232 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
13.3% Chronically Absent Declined -1 15 Students	Less than 11 Students 3 Students	21.4% Chronically Absent Increased 4.8 14 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 33.2% Chronically Absent Declined Significantly -6.1 193 Students	Red 31.1% Chronically Absent Maintained 0.4 90 Students	Less than 11 Students 3 Students	Yellow 18.1% Chronically Absent Declined Significantly -8.8 586 Students

Conclusions based on this data:

1. Continued concerns with chronic absenteeism are being addressed with site-based attendance incentives and PBIS programs.

2. Progress was made in regards to chronic absenteeism in the 2022-2023 chool year with overall daily attendance showing an increase.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	Less than 11 Students
3.4% suspended at least one day	3.7% suspended at least one day	4 Students
Increased 0.9	Declined -0.3	
920 Students	107 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
13.6% suspended at least one day	Orange	Orange
	3.9% suspended at least one day	5.1% suspended at least one day
Increased 9.3	Maintained 0	Increased 0.5
22 Students	384 Students	237 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity	

African American	**American Indian**	**Asian**	**Filipino**
12.5% suspended at least one day	Less than 11 Students 3 Students	0% suspended at least one day	Less than 11 Students 7 Students
Increased 5.4 16 Students		Maintained 0 14 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	Less than 11 Students 3 Students	Orange
2.6% suspended at least one day	2.2% suspended at least one day		3.7% suspended at least one day
Declined -0.8 196 Students	Increased 1.1 91 Students		Increased 1.6 590 Students

Conclusions based on this data:

1. Overall, we see a slight decline in student suspension rate across all groups. K-5 student groups experienced a significant decline while the 6-8 student groups experienced a very slight decrease. Overall, however, the school-wide percentages were seen to decrease. Suspension rate is still a concern to be addressed.

2. Implementation of school-wide PBIS systems has had a positive effect on overall suspension rates and will continue.

3. Utilizing onsite counseling services and administrative guidance provided opportunities for immediate response and will continue.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

Goal 1

Grades 3 through 8 will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in ELA/ELD.
Grades K-3 will increase the percentage of students meeting or exceeding reading standards by 5% or more as measured by BAS reading benchmarks and i-ready data.

By Spring of 2023, Cajon Park students in grades 3-8 will realize a 10-point increase in "overall distance from standard" as well as 10-point increases in all student groups on the ELA CAASPP assessment.

Identified Need

Discussions with all stakeholders, including faculty members, staff members, parent groups, and advisory committees, revealed a common desire to ensure first, best instructional practices for improved student achievement. A review of research regarding effective instructional practices indicated the following high-yield strategies should remain a school-wide focus. (effective size indicators are taken from the work of John Hattie, where 0.4 represents the typical effect size that can be expected for a year of teaching).

Teacher Clarity .75
Cognitively Complex Tasks .69
Formative Assessment Processes .90
Explicit Vocabulary Instruction .97
Student to Student collaboration .82
Teacher Collective Efficacy 1.57

Therefore, the faculty has identified the following best practices for classroom instruction:
o Is the Learning Standard Clear (Learning Intention/Success Criteria)
o Have prior knowledge/schema been activated?
o Is this surface or deep learning? (Notice patterns, generate arguments, generate explanations, required transfer of knowledge to new situations)
o Social/Interpersonal (Were students talking? Exploratory talk? Sense-making through dialogue and discussion?)
o Metacognitive approach to instruction? (Student goal setting, self-evaluation, student monitoring of their progress toward achieving goals)
o Active process of mental construction and sense-making (learner is at the center and is the primary actor interacting with the curriculum material)

o Instructional practices make every student feel valued and capable...learning does not occur in the absence of trusting relationships.
o Routines ensure clarity for students and provide a foundation for taking learning risks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 3-8 ELA School-wide Met or Exceeded (2022/2023 Scores)	52%	57%
CAASPP 3-8 ELA School-wide Met or Exceeded (2022/2023 Scores)	-4.1 distance from standard	at standard
iReady ELA Diagnostic (2022/2023 Final)	57% At or Above Grade Level	62%

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

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

All Students

Strategy/Activity

Staff will increase knowledge of first, best classroom instructional strategies through professional development to ensure a rigorous and equitable curriculum in English Language Arts (ELA) through grade-level collaboration.

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)
2,000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, team meetings, release time, conferences, workshops, etc.
5,904	LCFF - Supplemental None Specified

	Provide instructional materials to support developing readers, especially those identified as English Learners

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

All Students and at risk students including EL, homeless and special education populations

Strategy/Activity

Support staff, Language Arts specialists, and general education teachers will work with individual and small groups of students on specifically identified areas of need.

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)
2,704.00	LCFF - Base None Specified Team review of student work samples. Teacher Release
30,000	Title I None Specified Year long Instructional Assistant
19843.00	Title I None Specified Half year 60% FTE Certificated Intervention Teacher

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

Implement a reading and writing program that focuses on adaptive instruction and personalized learning experiences that maximize student engagment.

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)
3,000	LCFF - Base None Specified

	Purchase Instructional and classroom materials to support implementation of CCSS

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

All students

Strategy/Activity

Utilize Instructional materials to support implementation of CCSS.

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)
9,355	Prop 20 Lottery None Specified Purchase Classroom Instructional Materials for CCSS (apps and curricular support programs and materials)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Cajon Park School realized a small increase in overall achievement levels for student in English Language Arts (ELA) as demonstrated by 2023 CAASPP scores. iReady data reflected a 5% increase in student achievement.

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

Budgeted expenditures were implemented as expected.

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.

Continued focus on professional learning communities and high functioning teams to support student achievement. Teacher leaders are being instructed in best practices to facilitate team meetings to focus on student work, including a focus on success criteria, student goal setting, and

formative feedback. Release time is being provided one half day every two weeks for all teacher teams.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

Goal 2

Grades 3 through 8 will increase the percentage of students meeting or exceeding standards by 5% or more as measured by district and state assessments in math
Grades K-3 will increase the percentage of students meeting or exceeding math standards by 5% or more as measured by classroom instructional benchmarks and i-ready data.

By Spring of 2023, Cajon Park students in grades 3-8 will realize a 10-point increase in "overall distance from standard" as well as 10-point increases in all student groups on the math CAASPP assessment.

Identified Need

Discussions with all stakeholders, including faculty members, staff members, parent groups, and advisory committees, revealed a common desire to ensure first, best instructional practices for improved student achievement. A review of research regarding effective instructional practices indicated the following high-yield strategies should remain a school-wide focus. (effective size indicators are taken from the work of John Hattie, where 0.4 represents the typical effect size that can be expected for a year of teaching).

Teacher Clarity .75
Cognitively Complex Tasks .69
Formative Assessment Processes .90
Explicit Vocabulary Instruction .97
Student to Student collaboration .82
Teacher Collective Efficacy 1.57

The faculty has identified the following best practices for classroom instruction:
o Is the Learning Standard Clear (Learning Intention/Success Criteria)
o Have prior knowledge/schema been activated?
o Is this surface or deep learning? (Notice patterns, generate arguments, generate explanations, required transfer of knowledge to new situations)
o Social/Interpersonal (Were students talking? Exploratory talk? Sense-making through dialogue and discussion?)
o Metacognitive approach to instruction? (Student goal setting, self-evaluation, student monitoring of their progress toward achieving goals)
o Active process of mental construction and sense-making (learner is at the center and is the primary actor interacting with the curriculum material)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 3-8 Math School-wide Met or Exceeded (2022/2023)	43%	48%
CAASPP 3-8 Math School-wide distance from standard (2022/23)	-28.1 points	-18.1 points
iReady Math Diagnostic (22/23 Final Diagnostic)	52% At or Above Grade Level	57% at or above grade level

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

Strategy/Activity 1

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

All students

Strategy/Activity

Staff will increase knowledge of first, best classroom instructional strategies through professional development to support the implementation of CCSS in Mathematics through grade-level collaboration.

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)
2,069	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.,

Strategy/Activity 2

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

All Students and at risk students including EL, homeless and special education populations

Strategy/Activity

Support staff, intervention teachers, and general education teachers will work with individual and small groups of students on specifically identified areas of need.

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	LCFF - Supplemental None Specified Purchase of supplemental instructional and assessment materials including hardware and software
20,000	Title I None Specified Purchase of half year 60% FTE intervention teacher
30,000	Title I None Specified Purchase of full year Instructional Assistant for small group intervention and push in support

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

Utilize Instructional materials to support implementation of CCSS

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)
10,363	Prop 20 Lottery None Specified Supplemental Curricular Materials

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

All students

Strategy/Activity

Goal Setting

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

LCFF - Base
None Specified
Teachers will analyze grade level student achievement data, establish learning goals, and collaborate to identify best practices and common assessments.

Strategy/Activity 5

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

All students / EL Students

Strategy/Activity

Purchase Instructional and classroom materials to support implementation of CCSS

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)

3,000

LCFF - Base
None Specified
Purchase curricular supports that increase hands-on learning utilizes science and engineering in the teaching of mathematical concepts with special attention to our EL population.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Cajon Park realized a 12 point increase in distance from standard for all 3rd - 8th grade students. The above strategies are producing significant gains and we hope to see similar results by continuing with strategies listed in the 2022-2023 SPSA. Connecting CGI strategies to summative test performance during grade level teacher meetings continues to be a strong focus.

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

Budgeted expenditures were implemented as expected.

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.

Continuing focus on professional Learning communities and high functioning teams to support student achievement. Teacher leaders are being instructed in best practices to facilitate team meetings to focus on student work, including a focus on success criteria, student goal setting, and formative feedback.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Safety / Well-being

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.

Goal 3

By spring 2024, the Cajon Park staff will work collaboratively to increase the students' sense of belonging and safety at school. The students will perceive the school campus as a desirable place to attend school and have their social and emotional needs met.

Identified Need

Current percentages of students feeling safe and having a sense of belonging are in need of attention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Generated Survey - Sense of Belonging (elementary)	73%	78%
Site Generated Safety Survey - Sense of Belonging (middle)	59%	64%
California Dashboard (Chronic Absenteeism 2019)	Orange	Yellow (When reinstated)
California Dashboard (Suspension Rate 2019)	Green	Green/Blue (When reinstated)
Site Generated Survey - Safety (middle)	50%	55%
Site Generated Survey - Safety (elementary)	72%	77%

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

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

All Students

Strategy/Activity

Staff development time with new District adopted SEL curriculum

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	LCFF - Base None Specified District provided SEL curriculum

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

All

Strategy/Activity

Create and enhance outdoor learning spaces to boost overall sense of well being and emotional health of students.

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)
1,743	LCFF - Base None Specified Campus Outdoor learning environment improvments

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

All students (Special attention to the following student groups: Students with Disabilities and Homeless Students)

Strategy/Activity

Continue to develop a Positive Behavior Intervention and Support system.

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)
1,500	LCFF - Base

	None Specified
	Release time for the development of PBIS system and whole staff training

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

All students

Strategy/Activity

Staff Development on PBIS

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	LCFF - Base None Specified PBIS Committee to attend county/local trainings
361.00	Title I None Specified Targeted supports for SEL/PBIS needs

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

All students

Strategy/Activity

Attendance program

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

Amount(s)	Source(s)
2,000	LCFF - Base None Specified Products, communications regarding attendance program.

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

All students

Strategy/Activity

Falcon Proud Assemblies

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)
3,000	LCFF - Base None Specified Conduct monthly assemblies to recognize student behavior. Purchase of needed supplies.

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

All students

Strategy/Activity

Increase and offer student clubs and activities at lunch time and after school

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)
3,694	LCFF - Base None Specified Implement learning-based consequence system

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

All students

Strategy/Activity

Provide student incentives for positive behavior

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	LCFF - Base

| | None Specified |
| | Prizes for raffles for students "caught being good". |

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategies implemented as expected. Effectiveness yet to be determined.

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 was as intended.

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

We will continue with the same goal and plan based on past success.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$163,536.00

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	$100,204.00

Subtotal of additional federal funds included for this school: $100,204.00

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 ($)
LCFF - Base	$32,710.00
LCFF - Supplemental	$10,904.00
Prop 20 Lottery	$19,718.00

Subtotal of state or local funds included for this school: $63,332.00

Total of federal, state, and/or local funds for this school: $163,536.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Base	32,710.00	0.00
LCFF - Supplemental	10,904.00	0.00
Prop 20 Lottery	19,718.00	0.00
Title I	100,204.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	32,710.00
LCFF - Supplemental	10,904.00
Prop 20 Lottery	19,718.00
Title I	100,204.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	163,536.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Base	32,710.00
None Specified	LCFF - Supplemental	10,904.00
None Specified	Prop 20 Lottery	19,718.00
None Specified	Title I	100,204.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,806.00
Goal 2	75,432.00
Goal 3	15,298.00

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

0 Secondary Students

Name of Members	Role
Andrew Johnston	Principal
Kim Jolie	Classroom Teacher
Cathy Tolnay	Classroom Teacher
AnaMaria Garrabrant	Other School Staff
Bethany Kitten	Other School Staff
Kasey English	Parent or Community Member
Gil Brua	Parent or Community Member
Caitlyn Young	Parent or Community Member
Noelle Murphy	Parent or Community Member
Jamie Cox	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 December 7, 2020.

Attested:

Principal, Andrew Johnston on

SSC Chairperson, Bethany Kitten on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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