School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weaver Elementary School	30739246029052	2/3/22	March 22, 2022

Purpose and Description

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

Schoolwide Program

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

The Los Alamitos Unified School District (Los Al USD) serves three distinct communities: The City of Los Alamitos, the City of Seal Beach and the unincorporated community of Rossmoor. The students of Los Al USD are diverse, high-achieving and contribute greatly to the District's culture of excellence. Los Al USD prepares students for post-secondary opportunities through unparalleled professional development for teachers, by maintaining and prioritizing low class sizes TK-12, by providing enrichment and intervention programs for all students, and emphasizing school connectedness through the 4 A's: Academics, Athletics, Activities and The Arts. The community at-large supports Los Al USD by way of strong PTA, Booster, "Friends Of", and other fundraising groups. A fourth of Los Al USD's population has attended District schools and over 90% of Los Al residents claim they live in Los Al as a result of the high-quality schools. Los Al USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.

Los Alamitos Unified School District prides itseld on a best first insturction approach. this includes:

- Rigorous 5-year professional development plan for all teachers within their first five years.
- Ongoing training and coaching in District Signature Practices for all teachers.
- Instructional networking model used for demonstration lessons and coaching provided by Teachers on Special Assignment.
- Robust K-12 intervention programs and extended learning opportunities.
- Focus on technology and transformational learning with Project Lead the Way, Makerspaces, and Career Technical Education Pathways.
- Implementation of a 3-year plan for Next Generation Science Standards.
- Increased focus on inquiry-based instruction across all content areas.
- One of four districts in the United States named to the College Board's Advanced Placement Honor Roll seven years in a row.
- K-12 Summer School programs providing small group, targeted instruction for students who benefit from remediation or continued skill application.

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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).

At the end of each school year, principal meets with staff in a variety of settings to discuss and reflect on the successes and challenges from the year. During these meetings, the discussion focuses on what went well, what would we like to change, and what do we want to stay the same. Input from staff includes:
Grade 1: Continued emphasis on Guided Reading focusing on word work, developing strategies. Writer's workshop mini lessons .
Grade 2: Areas of focus will be writing conventions and measurement and geometry. Establish in-class RtI for smaller math groups and reteaching opportunities.
Grade 3: Areas for growth include writing strategies, reading comprehension and measurement and geometry. Utilize intervention teacher to provide additional time specifically in the areas of math facts and reading comprehension.
Grade 4: Utilize intervention teachers during the day so classroom teachers can work with small groups or individual students who need additional time and support specifically in the area of mathematics.
Grade 5: Utilize intervention teachers during the day so classroom teachers can work with small groups or individual students who need additional time and support specifically in the area of mathematics.

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 show not only differentiation of instruction, but a concerted effort to use solid pedagogical practices as well as technology to enhance instructional practice and student efficacy. Small group instruction with specific teaching points is evident. Strategies are emphasized and practiced regularly. Assessment data drives the daily instruction. Teachers document student achievement and prepare their lessons accordingly. In grades 3-5, additional usage of intervention teacher to provide both enrichment and intervention opportunities.

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)

Several different summative benchmarks & assessments are used to improve student achievement. Teachers utilize district semester benchmarks including F&P as well as subject-specific assessments in ELA and Math.

These assessment include:

- CAASPP (3rd-5th grade)
- District Trimester Benchmarks in all grades
- F&P Assessments (taken 3 times a year - all grades)

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

While summative assessments and data are useful, teachers utilize more frequent tools for checking for understanding (especially with web-based programs like Kahoot, Blooket, and Quizizz) as well as formative assessments that allow teachers to determine appropriate Response to Instruction needs for our students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff meet the requirements to earn the designation "highly qualified."

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

All certificated staff have access to high-quality professional development, even during the pandemic. All non-tenured staff are part of a cohort that correlates to the district's 5-year professional development plan. Additional professional development opportunities are afforded to all staff. Tenured teachers are encouraged to personalize their professional development to model the expectation of being lifelong learners.

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

Staff are frequently consulted on professional development needs. As considerable amount of learning is happening virtually, teachers are offered opportunities to implement strategies that happen in both a virtual or blended environment.

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

Our District TOSAs have been instrumental in showcasing new math programs and helping implement the primary Literacy Lab on site. In addition, over the past two years, teachers in several grade levels have begun experimenting with and incorporating EduProtocols, which are instructional frames that increases critical thinking, creativity, collaboration, and critical thinking in our students.

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

Teachers are given multiple opportunities to collaborate w grade level colleagues. Each grade level is given a release day once a month to collaborate, plan, review data, and problem solve. In addition, teams utilize early-release Wednesdays to continue conversations, determining students who need additional time and support as well as students who need enrichment opportunities to enhance and build upon classroom teachings.

Teaching and Learning

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

Teachers in all grade levels use a variety of teaching strategies & resources. Weaver continues to utilize district signature practices including CGI, Junior Great Books, Readers and Writers Workshop, Icons of Depth and Complexity, and Thinking Maps. This year, our teachers are focusing primarily on ELA and math instruction due to limited in-seat opportunities due to the constraints of both the hybrid and virtual models during the 2020-21 school year.

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

Teachers emphasize instructional minutes in math and ELA. In addition, several grade levels utilize the tenets of RtI (Response to Instruction) to provide enrichment, reinforcement, and remediation as necessary.

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

Weaver prides itself on providing additional time and support to students who need it. Our literacy lab focuses on filling the gaps of our 1st-2nd students utilizing techniques and resources created by Fountas and Pinnell (F&P). Our 3-5th grade teachers have crafted a system to update our Response to Instruction model.

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

Per the Williams Act, each student has access to all resources necessary. In addition, the district provides additional resources in the area of technology (Chromebooks and hot spots) so no student is without the tools to learn.

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

N/A

Opportunity and Equal Educational Access

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

There are several that are employed at Weaver:

- Specialized Academic Instruction (SAI)
- Response to Instruction and Intervention (RtI)
- Literacy Lab
- Dedicated and Incorporated ELD

Evidence-based educational practices to raise student achievement

Several of our district signature practices include:
- CGI
- Junior Great Books
- Readers and Writers Workshop
- Icons of Depth and Complexity
- Thinking Maps.

In addition, the following educational practices are emphasized:
- Frequent checking-for-understanding utilizing both hi-tech and lo-tech options
- Gradual Release of Responsibility (GRR)
- Whole class, small group, and individual lessons and instructional practices

Parental Engagement

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

There are a variety of district-sponsored parent education courses and supports in the areas of parenting in a pandemic, special education and ELD.

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)

N/A

Funding

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

LCFF funding as allowed Weaver to hire two literacy lab teachers as well as contributing towards a part-time intervention teacher.

Fiscal support (EPC)

Our PTA and FOW groups assist in the areas of parent education, STEAM, the arts, and literacy. Through aggressive fundraising efforts, our parent groups contribute a great deal to the programs and resources here at Weaver.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council is comprised of several stakeholder groups: teachers, classified staff, and parents. The SPSA is reviewed by our entire School Site Council and approved at our January 21, 2021 meeting. Once board approved, the entire SPSA will be shared with other parent groups including our PTA and our Friends of Weaver (FOW) groups.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.93%	1.78%	1.3%	13	12	9
Asian	34.81%	32.2%	31.1%	235	217	209
Filipino	4.15%	4.45%	4.5%	28	30	30
Hispanic/Latino	20.3%	21.22%	21.1%	137	143	142
Pacific Islander	0.59%	0.3%	0.2%	4	2	1
White	29.63%	26.71%	26.8%	200	180	180
Multiple/No Response	8.59%	10.53%	11.8%	58	71	79
			Total Enrollment	675	674	672

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	120	141	119
Grade 1	97	96	118
Grade 2	120	97	95
Grade3	120	118	104
Grade 4	105	120	119
Grade 5	113	102	117
Total Enrollment	675	674	672

Conclusions based on this data:

1. Our enrollment has remained fairly consistent, especially as Weaver Elementary is classified as the only "school of choice" in the Los Alamitos Unified School District (LAUSD).
2. Enrollment cannot really increase due to restrictions on space. In other words, we cannot grow any larger than we are currently without the addition of additional buildings onto our campus.
3. Weaver is the only school in the district where white students are not in the majority. This year, we have continued our work with a select committee of parents and staff to emphasize and celebrate cultural contributions from the families that make up the Weaver community.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	20	23	25	3.0%	3.4%	3.7%
Fluent English Proficient (FEP)	82	69	58	12.1%	10.2%	8.6%
Reclassified Fluent English Proficient (RFEP)	9	4	0	40.9%	20.0%	0.0%

Conclusions based on this data:

1. While we have a relatively low % of English language learners as part of our overall student population, our efforts to reclassify students by using designated and integrated ELD strategies has proven effective over the past several years.
2. As we adopt our new ELA curriculum, it is important that these new resources have specific English Language Development (ELD) components for our teachers and our students.
3. Collaborative conversations during weekly PLCs and opportunities for professional development will increase our effectiveness in meeting the needs of our EL population.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	101	122	104	101	119	0	101	119	0	100	97.5	0.0
Grade 4	111	106	116	110	106	0	110	106	0	99.1	100	0.0
Grade 5	111	113	115	111	112	0	111	112	0	100	99.1	0.0
All Grades	323	341	335	322	337	0	322	337	0	99.7	98.8	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2526.	2549.		71.29	84.03		17.82	11.76		7.92	4.20		2.97	0.00	
Grade 4	2585.	2560.		81.82	68.87		13.64	14.15		4.55	12.26		0.00	4.72	
Grade 5	2621.	2620.		72.97	75.89		22.52	17.86		3.60	5.36		0.90	0.89	
All Grades	N/A	N/A	N/A	75.47	76.56		18.01	14.54		5.28	7.12		1.24	1.78	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57.43	73.95		36.63	24.37		5.94	1.68	
Grade 4	65.45	60.38		32.73	33.96		1.82	5.66	
Grade 5	65.77	72.32		33.33	26.79		0.90	0.89	
All Grades	63.04	69.14		34.16	28.19		2.80	2.67	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71.29	75.63		27.72	21.85		0.99	2.52	
Grade 4	76.36	58.49		23.64	37.74		0.00	3.77	
Grade 5	85.59	75.89		14.41	23.21		0.00	0.89	
All Grades	77.95	70.33		21.74	27.30		0.31	2.37	

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52.48	59.66		46.53	40.34		0.99	0.00	
Grade 4	55.45	46.23		44.55	50.00		0.00	3.77	
Grade 5	50.45	54.46		47.75	43.75		1.80	1.79	
All Grades	52.80	53.71		46.27	44.51		0.93	1.78	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71.29	78.99		24.75	20.17		3.96	0.84	
Grade 4	71.82	55.66		28.18	38.68		0.00	5.66	
Grade 5	80.18	72.32		18.02	25.89		1.80	1.79	
All Grades	74.53	69.44		23.60	27.89		1.86	2.67	

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

Conclusions based on this data:

1. Over the last three years, over 90% of Weaver students in grades 3-5 are achieving at or above standard in ELA. While nearly 70% of all students are above standard, it appears that the listening section is one area where students are less likely to be above standard.
2. Our fourth grade scores saw a significant drop in the percentage of students who were above standard in nearly all areas of the ELA test, especially in the areas of Research/Inquiry and Writing. This data was shared and discussed with our fifth grade team this year to ensure that greater time was spent on these areas in particular.
3. We are seeing a consistent percentage in the number of students who are not meeting standard. While significantly low, it is an area that we need to address as it pertains to providing Tier 3 level support in RtI.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	101	122	104	101	119	0	101	119	0	100	97.5	0.0
Grade 4	111	106	116	110	106	0	110	106	0	99.1	100	0.0
Grade 5	111	113	115	111	112	0	111	112	0	100	99.1	0.0
All Grades	323	341	335	322	337	0	322	337	0	99.7	98.8	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2544.	2566.		73.27	87.39		21.78	10.92		4.95	1.68		0.00	0.00	
Grade 4	2574.	2561.		69.09	60.38		22.73	23.58		8.18	15.09		0.00	0.94	
Grade 5	2630.	2622.		84.68	79.46		11.71	12.50		3.60	4.46		0.00	3.57	
All Grades	N/A	N/A	N/A	75.78	76.26		18.63	15.43		5.59	6.82		0.00	1.48	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	85.15	94.12		13.86	5.88		0.99	0.00	
Grade 4	81.82	75.47		14.55	17.92		3.64	6.60	
Grade 5	86.36	87.50		13.64	9.82		0.00	2.68	
All Grades	84.42	86.05		14.02	10.98		1.56	2.97	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74.26	88.24		24.75	10.92		0.99	0.84	
Grade 4	72.73	61.32		22.73	34.91		4.55	3.77	
Grade 5	81.08	69.64		17.12	25.00		1.80	5.36	
All Grades	76.09	73.59		21.43	23.15		2.48	3.26	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78.22	89.08		21.78	10.92		0.00	0.00	
Grade 4	71.82	61.32		26.36	32.08		1.82	6.60	
Grade 5	72.73	74.11		26.36	23.21		0.91	2.68	
All Grades	74.14	75.37		24.92	21.66		0.93	2.97	

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

Conclusions based on this data:

1. Our third grade students did exceptionally well this year in all areas of mathematics.
2. Like with ELA, our fourth grade scores went down (especially in the percentage of students who were above the standard.) . Areas of need include Communicating Reasoning and Concepts & Procedures.
3. We have seen a small but steady increase in the number of students who are below grade level standards. Discussion will be taking place on how to adjust or revamp our current RtI model in Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	7	5
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										22	21	16

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	50.00	38.10	37.50	*	42.86	31.25	*	19.05	31.25		0.00	0.00	22	21	16

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	38.10	43.75	*	52.38	18.75	*	9.52	31.25	*	0.00	6.25	22	21	16

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

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	54.55	47.62	31.25	*	38.10	31.25	*	14.29	31.25	*	0.00	6.25	22	21	16

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
All Grades	81.82	52.38	37.50	*	47.62	56.25	*	0.00	6.25	22	21	16

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	28.57	37.50	*	66.67	50.00	*	4.76	12.50	22	21	16

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
All Grades	50.00	33.33	31.25	*	66.67	62.50	*	0.00	6.25	22	21	16

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
All Grades	72.73	80.95	43.75	*	19.05	56.25		0.00	0.00	22	21	16

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
672	**8.9**	**3.7**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	25	3.7
Foster Youth	1	0.1
Homeless	2	0.3
Socioeconomically Disadvantaged	60	8.9
Students with Disabilities	81	12.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.3
American Indian or Alaska Native		
Asian	209	31.1
Filipino	30	4.5
Hispanic	142	21.1
Two or More Races	79	11.8
Native Hawaiian or Pacific Islander	1	0.1
White	180	26.8

Conclusions based on this data:

1. There has been a steady increase in the number of students who are qualifying for special education services, either through a 504 or an IEP. We are now at over 11% of students receiving accommodations or modifications in their general education classes.

2. Weaver is the only school in the district where white students are not in the majority. This year, we have continued our work with a parent/staff committee to emphasize and celebrate cultural contributions from the families that make up the Weaver community.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have continued to meet "blue" in ELA, Math, and Chronic Absenteeism.
2. Our one area of green is in our Suspension Rate. Further investigation suggests that while Weaver's suspension rate is very low, a small uptick is what accounts for the drop from green to blue. All indicators point to increasing back to blue in the coming school year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
108.4 points above standard	99.6 points above standard	0 Students
Maintained -0.7 points	Increased Significantly ++18.8 points	
335	32	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	78.2 points above standard	79.4 points above standard
	Increased ++8.9 points	Declined -5.3 points
	26	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	123.9 points above standard	121.5 points above standard
10		Maintained -2.4 points	15
		115	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
97.2 points above standard	97.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	103.2 points above standard
Increased ++12.3 points	Increased ++6.7 points	3	Declined -5.6 points
67	22		103

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	125.8 points above standard	106.6 points above standard
7	Increased Significantly ++16.2 points	Maintained -2.1 points
	25	270

Conclusions based on this data:

1. Our Reclassified EL students saw a 16.2% increase in their CAASPP ELA scores.
2. While we are over 100 points above the standard in nearly every racial group (with out Asian population being over 120 points above the standard,) it merits additional time be spent monitoring our white students to ensure that further drops do not occur in the future.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
101.2 points above standard	80.4 points above standard	
Maintained ++1.7 points	Declined -4.5 points	
334	32	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	74.8 points above standard	70 points above standard
	Increased Significantly ++19.3 points	Declined Significantly -19.9 points
	26	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		121 points above standard	109.2 points above standard
10		Maintained ++1.3 points	15
		114	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
85.7 points above standard	96.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	95.9 points above standard
Increased ++4.7 points	Increased ++14.1 points	3	Maintained ++2 points
67	22		103

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	107 points above standard	99.7 points above standard
7	Declined -4.5 points	Maintained ++2.9 points
	25	269

Conclusions based on this data:

1. All three of our significant subgroups remained in the blue zone for math.
2. We saw an increase in all significant subgroups except for our Reclassified EL students (who while 100 points above the standard still saw a 4.5 point drop.) Again, spending a little extra time monitoring the progress of our Reclassified EL students is warranted to address any areas of concern or need.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
78.6 making progress towards English language proficiency
Number of EL Students: 14
Performance Level: Very High

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2	7.1	28.5	

Conclusions based on this data:

1. While we have a smaler number of EL students in comparison to similar schools, it is important that teachers are current in their learning of teaching strategies that will support our EL students. Additionally, many of these same strategies are useful with other students, especially students with identified learning gaps.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	5

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
1.3	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.7	Maintained 0	1
680	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
Less than 11 Students - Data Not Displayed for Privacy	8	0
0	Maintained +0.3	Declined -3.2
	50	103

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
15.4	Less than 11 Students - Data Not Displayed for Privacy	0	0
Increased +15.4	0	Maintained 0	Maintained 0
13		236	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
0.7	0	Less than 11 Students - Data Not Displayed for Privacy	2.5
Declined -2.2	Maintained 0	4	Declined -2.2
137	62		200

Conclusions based on this data:

1. While we have maintained our standing as it pertains to chronic absenteeism, we are still seeing a significant number of students meeting the federal definition of truant per ed code (3 or more unexcused absences or tardies over 30 minutes)
2. We have stepped up early notification to ensure parents are aware of the numbers of absences and tardies their child has accrued up to that point. In addition, we have found parent education on the dramatic impact of chronic absenteeism on student learning and achievement as well as its long-lasting effects in establishing professional habits in the workplace has been an effective deterrent.
3. COVID has definitely proven challenging to student attendance, but our teachers have been exceptional in providing additional support in a timely manner.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.4	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.3	Maintained 0	1
690	30	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Yellow
	2	1
	Increased +2	Increased +1
	50	103

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
7.7	Less than 11 Students - Data 2	0.4	0
Maintained 0		Increased +0.4	Maintained 0
13		240	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Blue
0.7	0	Less than 11 Students - Data 4	0
Increased +0.7	Maintained 0		Maintained 0
138	63		202

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.1	0.4

Conclusions based on this data:

1. Overall, our suspension rate is very low at .4. There was a increase in the subgroups of SED and Hispanic. Again, if these two areas were zero last year, any increase will decrease our level on the dashboard.
2. There is a need for further investigation into why the African-American rate is so much higher than any other subgroup.

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

LCAP Priority areas: 2, 4: Student Achievement in ELA. Performance on standardized tets, number of students college and career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) Other Student Outcomes-other indicators of student performance in required areas of study.

Goal 1

Instructional excellence leading to achievement by all students; To ensure mastery of Common Core State Standards in Literacy and Language Arts for all students with an emphasis on basic reading skills by the end of grade 3 and advanced reading and writing skills in all content areas for grades 4-5.

Objective: All students not meeting or exceeding standards in English Language Arts will increase achievement to the next proficiency level. All students at or above proficiency in English Language Arts will maintain or advance achievement as measured by district benchmarks and F&P Assessments for 2020-21 for students in grades TK-5.

Identified Need

As we return to a traditional schedule after a year and a half of COVID restrictions (at-home and hybrid schedules), it is imperative that we identify areas of need and utilize the RtI process in grades 3-5 and the Literacy Lab in grades K-2 to provide both additional support for students who need it while still maintaining opportunities for growth and advancement for students who have obtained mastery of grade-level standards and assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Trimester Benchmarks	80% of students are at or above grade level standards with Benchmark #1	95% at or above grade level standard by Benchmark #3
CAASPP	As we have not given the test last year (and are waiting to see if we are giving it this year,) if we do, in fact give the CAASPP, 90% of our students were at or above grade level standards	93% or above in all grade levels.
F&P Results	Roughly 20-30 students in grades K-2 are reading below grade level	No fewer than 10 students will still be 2 grade levels or below in ELA based on F&P results.

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 and teachers

Strategy/Activity

Weaver staff will analyze current benchmark/ICA performance with information obtained from Illuminate.

Benchmark data will be used to drive instruction and collaborative assessments will be used to help guide instruction.

Teachers will focus on purposeful instruction as it relates to vocabulary, comprehension,decoding,retelling and fluency.

Staff will work collaboratively as teams to set specific goals for student achievement in Language Arts.

Teachers will develop common assessments in order to pinpoint best teaching practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

As we look to replace an outdated model by adopting the HMH (Houghton Miflin Harcourt) ELA curriculum, our ELA program is a conglomeration of effective strategies. This will be supplemented with shared inquiry and Jr. Great Books, fiction and non-fictional board approved titles, and accelerated reading materials.

Additionally, the reader's workshop model, strategy grouping, guided reading, RFCC's and the Daily 5 will be used to provide the overall instructional structure for literacy instruction.

Utilize higher level strategies such as shared inquiry, reciprocal teaching, literature circles and exclusion brainstorming.

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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students K-3

Strategy/Activity

Utilize a reading clinic model to help students who are under performing. Provide interventions through an onsite reading lab as well as hiring an intervention teacher to take classes while teachers conduct small groups for "second doses" of reading instruction.

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)
35000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2 reading lab teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students 3rd-5th

Strategy/Activity

Provide targeted interventions for students not yet proficient in English/Language Arts (ELA) and math.

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)
45000	Foundation

	1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

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

Strategy/Activity

Utilize district ELA TOSA to work both 1:1 and in small groups to coach teachers on best strategies for the use of Fountas and Pinnell reading assessments along with formulating appropriate groups in grades TK-3 in conjunction with district trainings.

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)
0	None Specified 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

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

TK-5

Strategy/Activity

Utilize one day monthly to release teaching teams to collaborate in designing common assessments, analyzing test data, and developing long range plans.

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)
10,000.00	Parent-Teacher Association (PTA) 1000-1999: Certificated Personnel Salaries Grade level teams will work in collaborative PLC groups to plan and analyze common assessments to guide instruction.

Strategy/Activity 7

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

TK-5

Strategy/Activity

Professional development and staff training in educational technology and how it correlates, supports, and enhances solid instructional practices.

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)
5000	LCFF 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Over effectiveness was strong. As our ELA program is in need of updating, out teacher teams have utilized professional development opportunities to strengthen their usage of district signature practices that pertain to ELA

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

None at this time

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.

Our focus has slightly shifted in how educational technology can enhance our instructional practices in the areas of literacy, STEAM, and checking for understanding. Technology will not be utilized as a tool by itself, but rather a tool that corresponds to a specific learning outcome.

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

LCAP Priorities 2,4: Student Achievement in Math. Performance on standardized tests-number of students college and career ready, number of studnts passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) other students outcomes, other indicators of student performance in required areas of study.

Goal 2

Instructional excellence leading to achievement by all students. To ensure student mastery of Common Core State Standards in math with an emphasis on algebraic thinking and the balance of computation and problem solving skills.

Objective: All students not meeting or exceeding grade level standards in mathematics will increase achievement to the next proficiency level. All students meeting or exceeding standards in mathematics will maintain or advance achievement as measured by the District benchmark assessments for 2018-19 in grades TK-5 and SBAC data in grades 3-5.

Identified Need

Because we saw a decline with our fourth grade students last year in several categories, not only are our current fifth grade teachers working closely with these identified gaps, but our fourth grade team is looking for additional training to continue to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Trimester Benchmarks	Depending on grade level, at least 80% were at grade level standard by the end of trimester one district benchmark	90-95% of all students in all grade levels will be at or above grade level standard by Trimester Three District Benchmark
CAASPP	As we have not given the test last year (and are waiting to see if we are giving it this year,) if we do, in fact give the CAASPP, 80% of our students were at or above grade level standards	90-95% of all students in all grade levels will be at or above grade level on CAASPP this year.

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)

TK-5

Strategy/Activity

Continue to utilize the Cognitively Guided Instruction (CGI) philosophy on math problem solving. Use the math wall in grades K-2 to teach math facts, support math fluency, and teach multiple math strands including algebraic thinking and geometry. This is accomplished through math journaling and other activities in the upper grades.

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)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK-5

Strategy/Activity

With an emphasis on Response to Instruction, our 3rd-5th grade teams will look at strategies and best practices to provide enrichment, reinforcement, and remediation for all 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)
0	Foundation 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-5

Strategy/Activity

Utilize district Math TOSA to work both 1:1 and in and small groups to coach teachers on best strategies for the use of technology to enhance math instruction and math fluency.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

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

K-5

Strategy/Activity

Our STEAM lab will be utilized to provide additional real-world opportunities and connections to lessons learned in areas that use mathematics.

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)
3000	Foundation 4000-4999: Books And Supplies Purchase supplies and resources for our STEAM lab
2000	General Fund 4000-4999: Books And Supplies Purchase supplies and resources for our STEAM lab

Strategy/Activity 5

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

TK-5

Strategy/Activity

Utilize one day monthly to release teaching teams to collaborate in designing common assessments, analyzing test data, and developing long range plans.

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)
5000	Parent-Teacher Association (PTA)

	1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

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

TK-5

Strategy/Activity

Professional development and staff training in district signature practices of reader's and writer's workshop, CGI, thinking maps, and depth and complexity prompts, to support in the continued implementation of the Common Core State Standards.

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)
2500	District Funded

Strategy/Activity 7

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

3-5 (with a stronger emphasis on fifth grade)

Strategy/Activity

Utilize an intervention teacher to take classes while teachers conduct small groups for "second doses" or "challenge groups" in math instruction. Intervention teachers also support smaller numbers in RTI groups in grades 3 - 5. Finally, we have added ELA as a component for our current fifth grade students to address the drop in scores from last year.

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

Amount(s)	Source(s)
0	District Funded None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Implementation was highly effective in several areas. There was a need for further data analysis to determine areas of need for students who were struggling in fifth grade.

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

None at this time.

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.

District TOSAs are being utilized to enhance the third component of the CAASPP (the mathematical reasoning section) with the addition of Task Tuesdays: Three times each year where all students in 3-10 work on a similar type of performance task)

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 and Math

LEA/LCAP Goal

LCAP Priority areas: 2, 4: Student Achievement in ELA and Math, specifically our students designated as English Language Learners. Performance on standardized tests, number of students college and career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) Other Student Outcomes-other indicators of student performance in required areas of study.

Goal 3

Support all English learners in grade level proficiency in ELA and Math. Additionally all students will make progress toward redesignation as Fluent English Proficient per the district redesignation process.

Objective: All students will progress toward meeting and/or exceeding the Common Core State Standards as measured by the Smarter Balanced Assessment Consortium (SBAC) and district benchmarks at the same rate as the general student population.

Students will make progress toward redesignation as fluent proficient based on the district reclassification policy as measured by Title III Annual Measurable Achievement Objectives (AMAOs).

Identified Need

Continue to provide opportunities for students in various levels of English learning to have access to the resources necessary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CELDT	At this time, we have students in all levels of EL.	Each student will raise at least one level on the CELDT with level 4 students being designated as RFEP.

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)

TK-5

Strategy/Activity

Teachers will use multiple instructional strategies to target and and support EL learners.

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)
0	District Funded 4000-4999: Books And Supplies 30 minutes of instruction in the F&P program daily for identified EL students in grades K-3. For those in grades 4 & 5, our RtI teacher will use a combination of Reading Plus and F&P.
0	None Specified None Specified Strategy and guided reading groups to support EL learners specific needs.
0	District Funded Intervention and planning to support instruction for EL students.

Strategy/Activity 2

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

TK-5

Strategy/Activity

Utilize site EL Coordinator to support teaching staff with EL instruction. EL coordinator will also monitor EL student progress to ensure mastery of standards and progress towards reclassification and CELDT and ELPAC testing.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We saw a significant increase in our RFEP students on both CAASPP and District Trimester Benchmarks. Students in grades K-3 saw significant growth on CELDT scores in the proceeding years due to focused inclusion in the literacy lab.

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

None at this time.

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

As we pilot two new ELA programs, special attention will be made to the ELD components of each program.

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/Math

LEA/LCAP Goal

LCAP Priorities 1: Basic Services -rate of misassignments, student access to standards-aligned instructional materials, facilities, in good repair implementation of Common Core State Standards-implementation of CCSS for all students, including EL

Goal 4

Improving academic teaching through highly qualified teachers

Goal: Weaver Elementary will support academic excellence by recruiting and maintaining highly qualified teachers as defined by the California Commission on Teacher Credentialing (CTCC).

Identified Need

Several teachers have commented on the need for professional development training on Eduprotocols that enhances and supplements strong teacher pedagogy especially in the areas of collaboration, critical thinking, communication, and creativity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance and implementation	Teachers are offered monthly opportunities to meet as a Professional Learning Community (PLC).	Teachers will work collaboratively to plan a cohesive and engaging program that emphasizes key skills and standards for the grade level. In addition, we are identifying gaps and ways we can help students close them.

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)

TK-5

Strategy/Activity

Teacher Accountability

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)
0	None Specified None Specified Ensure that all teachers are evaluated and monitored as stipulated in the LAUSD/LAEA collective bargaining agreement and state Education Code.

Strategy/Activity 2

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

TK-5

Strategy/Activity

New Teacher Training and Support

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)
0	None Specified None Specified Provide New Teachers Support and Training through the Teacher Induction program for new teachers. A 5-year professional development calendar for all of the district's signature instructional practices.

Strategy/Activity 3

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

TK-5

Strategy/Activity

Trainings in Eduprotocols for both beginner and intermediate/advanced learners

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)
2500	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

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

TK-5

Strategy/Activity

Teacher Fall planning and Spring review conference to discuss professional development goals and progress.

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)
0	General Fund 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

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

Strategy/Activity

Release time for analysis of student data to plan instruction, interventions, and enrichment.

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)
4000	General Fund 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Tk-5

Strategy/Activity

Professional development seminars and conferences in the area of Eduprotocols implementation as well as books and materials on best research practices.

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)
1500	LCFF 4000-4999: Books And Supplies
1500	General Fund 5800: Professional/Consulting Services And Operating Expenditures
1000	Foundation 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Several teachers have worked with district TOSAs to be "trainers of trainers" in several signature practices, most notably CGI and Junior Great Books.

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

None at this time

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.

None at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Growth - Attendance and Student Engagement

LEA/LCAP Goal

LCAP Priorities 5,6 7: Student Engagement: School attendance rates, chronic absenteeism rates, middle and high school dropout rates, high school graduation rate.

School Climate: student suspension and expulsion rates

Course access: student access and enrollment in all required areas of study

Goal 5

Support increased promotion rates and decreased drop out rates through monitoring and maintenance of regular attendance records.

Identified Need

While Weaver has seen a relatively low percentage of students who are missing more than 10 days of school, we are seeing an increase in students missing 3 or more unexcused days of school, which, under California Educational Code, meets the definition of truant.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	Nearly 11% of our students have at least 3 unexcused absences in the year.	Drop that percentage. Goal is a 95% attendance rate for all students.

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)

TK-5

Strategy/Activity

Maintain an above 95% attendance rate.

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)
0	None Specified None Specified Utilize the Aeries attendance system to maintain accurate records.
0	None Specified None Specified Utilize SARB process for chronic absenteeism
0	None Specified None Specified Notify parents of excessive absences/tardies via personalized phone calls and letters that touch on the reasons for timely and consistent school attendance
0	None Specified None Specified Conduct SARB meetings with parents of children who have excessive absences/tardies.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK-5

Strategy/Activity

Provide avenues that connect students to a school community such as Ambassador school activities, spirit days, holiday celebrations, weekly flag ceremonies, special dress days, etc... Participate in district initiatives such as College Days, High School Visits, Cross school activities, etc.....

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)
0	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

TK-5

Strategy/Activity

Offer options for students to have a place to be after school such as extended day care, after school enrichment classes through the Los Alamitos Education Foundation and the Youth Center. Offer spaces for Brownie and Cub Scouting troops.

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)
0	None Specified None Specified

Strategy/Activity 4

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

TK-5

Strategy/Activity

Participate in district Violence Prevention and Task Force and Anti-bullying committees. Implement strategies at Weaver

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)
0	None Specified None Specified

Strategy/Activity 5

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

TK-5

Strategy/Activity

Implement anti-bullying measures and curriculum such as P.E.A.C.E. week and Weaver C.A.R.E.S. week to foster a sense of community and kindness, and to discourage bullying. Utilize flag ceremony as a teaching venue for Kindness and to discourage bullying. Include character education focused on John Wooden's Pyramid of Success. This will include read-alouds led by the principal both in the classroom and through social media like Facebook Live.

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)
2500	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures

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	$120,500.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$2,500.00
Foundation	$49,000.00
General Fund	$7,500.00
LCFF	$9,000.00
LCFF - Supplemental	$35,000.00
None Specified	$0.00
Parent-Teacher Association (PTA)	$17,500.00

Subtotal of state or local funds included for this school: $120,500.00

Total of federal, state, and/or local funds for this school: $120,500.00

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 - Supplemental	45,045	10,045.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	2,500.00
Foundation	49,000.00
General Fund	7,500.00
LCFF	9,000.00
LCFF - Supplemental	35,000.00
None Specified	0.00
Parent-Teacher Association (PTA)	17,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	102,500.00
4000-4999: Books And Supplies	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

	District Funded	2,500.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Foundation	46,000.00
4000-4999: Books And Supplies	Foundation	3,000.00
1000-1999: Certificated Personnel Salaries	General Fund	4,000.00
4000-4999: Books And Supplies	General Fund	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF	2,500.00
4000-4999: Books And Supplies	LCFF	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,000.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,000.00
Goal 2	12,500.00
Goal 3	0.00
Goal 4	10,500.00
Goal 5	2,500.00

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

5 Classroom Teachers

1 Other School Staff

13 Parent or Community Members

Name of Members	Role
Todd Schmidt, Ed.D.	Principal
Stacy Schmitz	Classroom Teacher
Darielle Tom, Ed. D.	Classroom Teacher
Wendy Hernandez	Other School Staff
Tiffany Penick	Other School Staff
Colin Boylin	Parent or Community Member
Scott Hatakeyama	Parent or Community Member
Jeffrey Grill	Parent or Community Member
James Rungthirakul	Parent or Community Member
Shereena Sherafudeen	Parent or Community Member
Maria Enriquez	Parent or Community Member
Susan Hsieh	Parent or Community Member
Gizem Gulec	Parent or Community Member
Bill DeWitt	Parent or Community Member
Sophea Tim	Parent or Community Member
Christine Coxhill	Parent or Community Member
Vicky Vu	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
	Gifted and Talented Education Program 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 January 23, 2020.

Attested:

Principal, Dr. Todd Schmidt on 1/22/2021
SSC Chairperson, Scott Hatakeyama on 1/22/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019