



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
Robert Down Elementary School	27661346026496	May 10, 2021	May 20, 2021

Purpose and Description

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

Schoolwide Program

The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program and a positive, stimulating environment with a clear commitment to the worth of every individual. At Robert Down School, the staff, students, parents, and community are committed to providing an excellent learning program for all students. As a team, we work together to achieve this goal each and every day.

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

In order to uphold our Mission, Robert H. Down Elementary will identify students under-performing in ELA and Math by progress monitoring their academic growth through performance on Measurements of Academic Progress (MAP) interim assessments, DIBELS, Scholastic Reading Index (SRI), Scholastic Math Index (SMI), curriculum embedded assessments, Superkids, Benchmark, and SWUN Math then providing appropriate intervention services along with increasing student opportunities to participate in after school activities/clubs, leadership/service learning projects, and social-emotional learning.

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).

Results of the 2020-21 CA Healthy Kids Student, Staff, and Parent surveys were not available for publication in the RHD 2021-22 SPSA. The 2019-2020 provided CA Healthy Kids Student and Staff surveys provided important feedback: 1) 41% of RHD 5th graders did not or only felt close to people at school sometimes, 2) Close to 20% of 5th graders did not feel part of the school or proud to be a part of it, 3) 31% of 5th graders did not feel they were treated fairly after breaking rules, 4) Bullying is seen as an issue to address by both staff and students with 47% of 5th graders indicating they have had a rumor spread about them as well as close to 40% admitting they have called others bad names; 83% of RHD staff believe bullying is a mild to severe problem on campus with 23% believing bullying prevention should be provided, 4) 78% of 5th grade students experienced sadness in their lives with 89% of staff responding this was a mild to severe issue at RHD, 5) Out of 13 staff respondents to the question of whether RHD was a secure campus, 54% stated that it was not, 6) 50-53% of staff believe there should be professional development provided regarding the following topics: Social-Emotional supports for students, Culturally-relevant instructional methods, and classroom support practices for special education and EL students.

All surveys during Summer 2020 and 2020-21 school year focused on Distance Learning and Reopening on-campus learning. The End of Year Distance Learning Survey – May 22, 2020, provided guidance for staff on how to re-arrange Distance Learning plans over the summer. The May 2020 Elementary Reopening Advisory Group Survey provided feedback from staff and parent members regarding preferences for how Distance Learning would be provided as well as an on-campus program schedule. At this point, the group felt an A/B day with Monday asynchronous days would work best once schools reopened. The Robert Down: Preferred Model of Instruction for Fall 2020 survey was sent to parents in July 2020. This provided the first indication of how many families preferred to stay in Distance Learning (36%) and which ones wanted their students to return to campus for the Hybrid Program (63%) once schools reopened; 1% of RHD families indicated they would not be attending our school in August. In addition, this survey asked for daycare needs (30% in need), if families had reliable Internet connectivity (95.4% did), and whether students had their own device to use at home (44.8% indicated need). In October with COVID-19 cases still on the rise in Monterey County and no sign of re-opening school until after Winter Break, the Robert Down: Preferred Model of Instruction for Reopening January 2021 survey was sent to parents. A slight increase occurred with families preferring Hybrid Learning (72.2%) to remain in Distance Learning (27.8%). Childcare needs remained approximately the same (28.6%). Internet Connectivity increased slightly to 96.7% and the need for a reliable device reduced to 16.9%. PGUSD responded with additional Hot Spot connectivity devices and a rollout of new Chromebooks for the second half of the year. Lastly, after several re-opening surveys answered by parents with plans to re-open being finalized with an AM/PM schedule decided for the on-campus model, the CDC and CA Dept. of Health changed the student desk distance from 6 feet to 3 feet. Within a week, plans were changed, re-rostering occurred and shared with families, and the RHD Extended Day Reopening Survey 2021 was sent on March 23, 2021, along with a Final Re-Rostering Survey sent on March 26, 2021. Another increase occurred with a preference for Hybrid Learning (79.5%) with Distance Learning having 20.5% of families wanting to remain at home.

The 2020-2021 RHD Site Council prepared a Student Distance Learning Survey but it was asked to have Forest Grove share the same questions with 3rd, 4th, and 5th graders, but plans for reopening began to speed up at the time with other priorities taking preference and administrators from both sites did not create a shared survey to send out.

Classroom Observations

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

During the 2020-2021 school year, the majority of classroom observations occurred virtually through Zoom or Google Meets with Distance Learning as the only option from August 2020 to March 2021. As evidenced through Distance Learning Surveys, students were engaged with screens on. Teachers provided weekly guidance via SeeSaw (primary) or Google Classroom (intermediate) as well as multiple options for online lessons as they utilized Superkids, SWUN Math, Benchmark ELA, IXL, NewsELA (4th Grade), Pear Deck, Edpuzzle, and Flipgrid. PE and music classes offered live and video options for all grades, and materials for asynchronous work were available at the top of the steps in front

of the school 24/7. SPED (RSP and SDC), ELD, and Intervention services all continued to provide appropriate support for students in the most need.

Although virtual learning was not the preferred method of instruction by any stakeholders, teachers and instructional assistants provided top-notch lessons and support every day of the week, even on asynchronous Mondays. Daily support was provided for each grade level and classroom with office hours for both teachers and instructional assistants. Even the site tech had an ongoing, daily Google Meet for families to link into for quick tech support.

During the recent Extended Day program observations, students are properly spaced, masked, and engaged. Multiple students have shared with staff how happy they are to be back on campus. Teachers have also utilized outside space to hold lessons, especially PE and Music; in addition, kindergarten teachers have included extra physical lessons to help students build dexterity and across the midline balance.

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)

No CAASPP testing occurred in Spring 2020 due to the COVID-19 pandemic. Dynamic indicators of Basic Early Literacy Skills (DIBELS) assessments were provided to every student at the beginning of the year either in a virtual or safe, face-to-face format. All students that measured Red (Intensive Support) or Yellow (Strategic Support) qualified for Intervention Reading services. Math intervention was provided to students who did not score well on the SWUN end of unit assessments. Measures for Academic Progress (MAP) Growth Reading, Language, and Math Assessments will be conducted in late May 2021 for a baseline and to help with classroom placement for fall 2021.

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

Traditional PGUSD IFA assessments were not used during the 2020-2021 school year. Superkids, SWUM Math, and Benchmark ELA end-of-unit assessments were used to progress monitor. Measures for Academic Progress (MAP) Growth Reading, Language, and Math Assessments will be conducted in late May 2021 for a baseline and to help with classroom placement for fall 2021.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meets requirements of NCLB with additional instructional assistants holding teaching certification.

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

All teachers continue to be properly credentialed. Distance Learning Professional Development occurred in August 2020, covering new online features for SBE-adopted Superkids and Benchmark-ELA SBE-adopted math curriculum, SWUN Math, began in 2019 and continued in Zoom meetings quarterly on asynchronous Mondays in 2020-2021 and was also offered in the August training.

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

PGUSD offered pay to any certificated or classified employee that wanted to participate in the University of Phoenix's Virtual Learning Academy.

In July 2020, Grade level teams from Robert Down and Forest Grove came together to create common weekly schedules as well as pacing guides for the year.

The August 2020 Distance Learning professional development also included classified staff and covered SeeSaw, Google Suite, IXL, iRead, READ 180, Screencastify, Edpuzzle, Pear Deck, and Flipgrid sessions.

Four new employees participated in the Toolbox Social Emotional Learning Curriculum that has been adopted at Robert Down since 2017.

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

SWUN Math sessions with consultant/trainer Tim Vassar continued quarterly throughout 2020-2021, an introductory session with MAP Growth assessments occurred in April 2021, and all grade levels met for weekly lesson planning/pacing on asynchronous Mondays.

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

All grade levels met with Forest Grove colleagues in July 2020 to create grade-alike Distance Learning Schedules and and review provided pacing guides. Collaboration between both sites continued every Monday for the entire year to ensure common lessons/curriculum, even after the Extended Day, on-campus program began in April.

Teaching and Learning

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

Pacing guides were provided by SWUN, Superkids, and Benchmark ELA with distance learning as a focus. Forest Grove and Robert Down Elementary teachers from all grade levels created schedules and agreed-upon pacing for all curriculum for the 2020-2021 school year. The PGUSD Curriculum Dept. and site Science representatives decided to wait for the Science Scopes pilot to occur during the 2021-2022 school year.

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

Distance Learning and Extended Day instructional minutes were created for 2020-2021. Distance Learning matched CA Dept. of Education Recommendations: Kindergarten: 180 minutes Mon. and 185 Tu.=Fri.; Primary and SDC– 230 Mon.-Fri. Intermediate – 240 Mon. and 295 Tu. – Fri. Extended Day, on-campus classes: Kindergarten – 180 minutes Mon. and 170 minutes Tu.-Fri.; Primary, Intermediate, and SDC – 240 Minutes Mon. and 255 minutes Tu.-Fri.

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

Speech, OT, and Intervention/RSP reading & math sessions were created to best fit students' schedules. All IEP minutes were served.

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

Standards based materials are available to all students.

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

SBE adopted materials are used in ELA, Math, and Social Studies. Science was vetted during 2019-20 and will be piloted in 2021-2022.

Opportunity and Equal Educational Access

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

Small groups in classroom, individual assistance by teacher and classroom aides, intervention program, English Language Development program, and Resource Specialist pull out and push in services.

Evidence-based educational practices to raise student achievement

PLCs, Progress Monitoring, Small Group Instruction in class and pull out services.

Parental Engagement

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

Once the second-round of Cares Act funding became available to sites, RHD began a Distance Learning Support program Monday-Friday, 8:30-2:00. After the Extended Day program began, Mondays increased to 8:30-3:00 and after school support was provided up to 3:00 P.M. Tuesday-Friday. Fall and Spring Conferences are available to all students. Most, if not all, students that are having academic difficulty are recommended for an SST if they are not receiving Intervention or other supporting services.

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)

N/A Robert Down does not qualify for Title I funding.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Robert H. Down Site Council reviewed the 2021-2022 SPSA on May 10, 2021, and discussed previously how there was a preference for any site club/activity to be funded with site funds if they provided services for grades K-5. Distance Learning Survey results were provided to stakeholders throughout the year at Cocoa with Keller nights, Town Halls, and PGUSD Board meetings.

Resource Inequities

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

Lack of funding for Spanish instructor for all grade levels. PGUSD considering options for elementary Spanish instruction at future Board meetings. Distance Learning Support program was huge success at RHD, providing much-needed 1:1 tutoring and monitoring. Title I funds are not available to RHD in order to support a similar program through the 2021-2022 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	1.95%	1.28%	1	9	6
African American	0.61%	2.16%	2.55%	3	10	12
Asian	7.33%	9.52%	11.06%	36	44	52
Filipino	1.83%	1.52%	1.28%	9	7	6
Hispanic/Latino	14.87%	17.1%	17.87%	73	79	84
Pacific Islander	0.20%	0.43%	0.64%	1	2	3
White	63.75%	63.85%	63.4%	313	295	298
Multiple/No Response	3.26%	1.08%	1.28%	16	5	3
Total Enrollment				491	462	470

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	77	82	66
Grade 1	90	73	86
Grade 2	81	88	74
Grade3	77	76	92
Grade 4	73	79	73
Grade 5	93	64	79
Total Enrollment	491	462	470

Conclusions based on this data:

- Overall population of RHD is declining from 470 in 2019-2020 to 431 in 2020-2021. A hard decision will need to be made to determine if all "bubble" classes (those with four FTE teaching positions) will continue moving up with all four classrooms opened each year through 5th grade or if the district goal to have class sizes moving closer to PGTA contract language will be the choice of the PGUSD Board.
- The COVID-19 pandemic and Distance Learning negatively affected Robert Down's population along with continued rise in cost of living.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	43	15	22	8.8%	3.2%	4.7%
Fluent English Proficient (FEP)	35	43	40	7.1%	9.3%	8.5%
Reclassified Fluent English Proficient (RFEP)	5	6	6	10.0%	14.0%	40.0%

Conclusions based on this data:

1. With English Learner (EL) population decreasing at RHD, ELD teacher began providing additional time at Forest Grove Elementary starting in 2020-2021 due to their increased level of EL students.
2. The COVID-19 negatively affected EL population in 2020-2021 due to travel restrictions. Many EL families come to RHD while parent is enrolled at local Naval Post Graduate School (NPS) or teaching at DLI or NPS.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	73	74	70	72	73	70	72	73	94.6	98.6	98.6
Grade 4	90	74	83	85	69	81	85	69	81	94.4	93.2	97.6
Grade 5	83	98	66	80	97	60	80	97	60	96.4	99	90.9
All Grades	247	245	223	235	238	214	235	238	214	95.1	97.1	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2479.	2489.	2500.	51.43	54.17	58.90	22.86	27.78	16.44	18.57	9.72	24.66	7.14	8.33	0.00
Grade 4	2538.	2551.	2539.	57.65	62.32	55.56	22.35	26.09	20.99	9.41	7.25	16.05	10.59	4.35	7.41
Grade 5	2544.	2574.	2599.	36.25	51.55	63.33	33.75	31.96	23.33	16.25	8.25	10.00	13.75	8.25	3.33
All Grades	N/A	N/A	N/A	48.51	55.46	58.88	26.38	28.99	20.09	14.47	8.40	17.29	10.64	7.14	3.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	41.43	48.61	50.68	44.29	38.89	43.84	14.29	12.50	5.48	
Grade 4	54.12	59.42	54.32	36.47	36.23	38.27	9.41	4.35	7.41	
Grade 5	37.50	45.36	63.33	45.00	45.36	31.67	17.50	9.28	5.00	
All Grades	44.68	50.42	55.61	41.70	40.76	38.32	13.62	8.82	6.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.14	51.39	46.58	44.29	34.72	52.05	8.57	13.89	1.37
Grade 4	50.59	57.97	41.98	44.71	40.58	48.15	4.71	1.45	9.88
Grade 5	40.00	59.79	68.33	53.75	32.99	26.67	6.25	7.22	5.00
All Grades	45.96	56.72	50.93	47.66	35.71	43.46	6.38	7.56	5.61

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.29	43.06	50.68	62.86	51.39	46.58	2.86	5.56	2.74
Grade 4	42.35	43.48	40.74	48.24	55.07	55.56	9.41	1.45	3.70
Grade 5	28.75	35.05	48.33	66.25	60.82	45.00	5.00	4.12	6.67
All Grades	35.32	39.92	46.26	58.72	56.30	49.53	5.96	3.78	4.21

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.57	54.17	46.58	42.86	40.28	45.21	8.57	5.56	8.22
Grade 4	57.65	59.42	45.68	37.65	40.58	46.91	4.71	0.00	7.41
Grade 5	47.50	56.70	61.67	41.25	34.02	33.33	11.25	9.28	5.00
All Grades	51.49	56.72	50.47	40.43	37.82	42.52	8.09	5.46	7.01

Conclusions based on this data:

1. Robert Down Elementary earned National Blue Ribbon Recognition for ELA and Math scores from 2015-2019.
2. Progress monitoring occurring to identify students requiring ELA intervention. On going discussions among administrator, intervention, and grade level teachers needs to occur to discuss specific modifications to lessons/curriculum.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	73	74	73	72	73	73	72	73	98.6	98.6	98.6
Grade 4	90	74	83	87	70	82	87	70	82	96.7	94.6	98.8
Grade 5	83	98	66	82	97	60	82	97	60	98.8	99	90.9
All Grades	247	245	223	242	239	215	242	239	215	98	97.6	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2481.	2500.	2500.	35.62	44.44	52.05	38.36	44.44	24.66	20.55	9.72	15.07	5.48	1.39	8.22
Grade 4	2539.	2532.	2525.	47.13	38.57	34.15	35.63	35.71	36.59	11.49	22.86	25.61	5.75	2.86	3.66
Grade 5	2530.	2570.	2579.	36.59	50.52	53.33	21.95	24.74	26.67	14.63	15.46	13.33	26.83	9.28	6.67
All Grades	N/A	N/A	N/A	40.08	45.19	45.58	31.82	33.89	29.77	15.29	15.90	18.60	12.81	5.02	6.05

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	52.05	62.50	65.75	38.36	34.72	24.66	9.59	2.78	9.59	
Grade 4	57.47	50.00	52.44	32.18	41.43	32.93	10.34	8.57	14.63	
Grade 5	39.02	62.89	60.00	26.83	21.65	30.00	34.15	15.46	10.00	
All Grades	49.59	59.00	59.07	32.23	31.38	29.30	18.18	9.62	11.63	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.32	56.94	57.53	42.47	41.67	36.99	8.22	1.39	5.48
Grade 4	49.43	45.71	37.80	36.78	50.00	51.22	13.79	4.29	10.98
Grade 5	39.02	50.52	46.67	35.37	40.21	46.67	25.61	9.28	6.67
All Grades	45.87	51.05	46.98	38.02	43.51	45.12	16.12	5.44	7.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.05	54.17	56.16	45.21	40.28	34.25	2.74	5.56	9.59
Grade 4	56.32	48.57	51.22	34.48	48.57	42.68	9.20	2.86	6.10
Grade 5	32.93	40.21	48.33	47.56	47.42	45.00	19.51	12.37	6.67
All Grades	47.11	46.86	52.09	42.15	45.61	40.47	10.74	7.53	7.44

Conclusions based on this data:

1. Communicating Reasoning was the only category to reduce Below Standard numbers from 2016-2019.
2. With adoption of SWUN Math and new intervention teachers at Forest Grove and Robert Down, it will need to be determined if SWUN Math provides the curriculum/materials necessary to build up skills and concept knowledge for students scoring in the Below Standards range within classrooms and the Intervention programs at each school.
3. CAASPP assessments have not been administered since PGUSD elementary schools adopted SWUN math. This curriculum provides daily review of previous concepts along with increased access to word problems which require analysis of how students answered questions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		*		*		*		*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							18	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	35.71	*	35.71	*	7.14		21.43	18	14

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	50.00	*	28.57	*	0.00		21.43	18	14

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	21.43	*	28.57	*	35.71	*	14.29	18	14

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	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	61.11	42.86	*	42.86	*	14.29	18	14	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	64.29	*	14.29		21.43	18	14	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
All Grades	*	28.57	*	50.00	*	21.43	18	14	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	61.11	35.71	*	57.14	*	7.14	18	14	

Conclusions based on this data:

1. Strongest area for Robert Down EL students is Speaking.
2. More ELPAC data is needed to help determine classroom interventions/strategies for teachers.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
462	16.5	3.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	3.2
Socioeconomically Disadvantaged	76	16.5
Students with Disabilities	44	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.2
American Indian	9	1.9
Asian	44	9.5
Filipino	7	1.5
Hispanic	79	17.1
Two or More Races	11	2.4
Pacific Islander	2	0.4
White	295	63.9





Conclusions based on this data:

1. Robert Down's largest population continues to be white with slight increases of Hispanic and Asian students.
2. Efforts should continue to ensure equity and access to curriculum for all targeted populations: SED, EL, SPED, and non-majority populations.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="792 506 847 533">Green</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 533">Blue</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="305 705 360 732">Blue</p>		

Conclusions based on this data:

1. 3rd, 4th, 5th Grade students are performing well on CAASPP ELA and Math assessments.
2. Families are continuing to use Justifiable Absence Requests to take students out for trips, which drops Robert Down from Blue into Green.
3. No families referred to the Monterey County Truancy Abatement program for 2019-20.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 77.9 points above standard Increased ++7.6 points 203	<p>English Learners</p>  No Performance Color 44.1 points above standard Declined -8.7 points 19	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 56.8 points above standard Increased Significantly ++18.9 points 44	<p>Students with Disabilities</p>  No Performance Color 21.6 points above standard Increased ++11.9 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 86.6 points above standard Increased ++5 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 56.7 points above standard Maintained -0.1 points 31	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 85.9 points above standard Increased ++14 points 128

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 3	54.4 points above standard Declined -11.7 points 16	78.7 points above standard Increased ++6.4 points 166

Conclusions based on this data:

- District identified, targeted subgroups are performing well on CAASPP ELA assessments.
- Although EL students' overall ELA scores declined by 8.7 points, they continue to perform 44.1 points over standard.

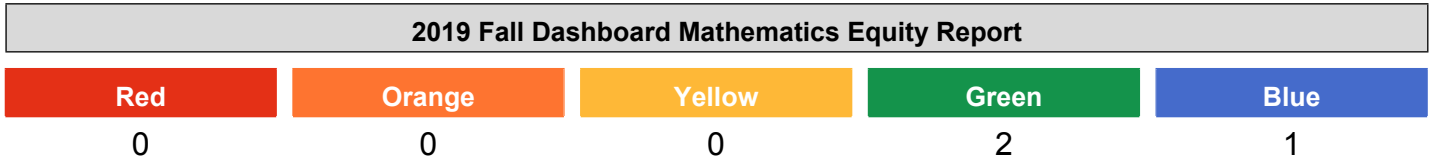
School and Student Performance Data

Academic Performance Mathematics





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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>52.6 points above standard</p> <p>Maintained ++2.6 points</p> <p>202</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>34.5 points above standard</p> <p>Declined Significantly -23.1 points</p> <p>19</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>28.4 points above standard</p> <p>Increased ++6.1 points</p> <p>43</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0.6 points below standard</p> <p>Increased ++7.1 points</p> <p>24</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 79.4 points above standard Increased ++13.3 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 31.1 points above standard Declined -5.7 points 31		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 56 points above standard Increased ++3.4 points 127

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 3	47.1 points above standard Declined -14.2 points 16	51.2 points above standard Maintained ++1 points 165

Conclusions based on this data:

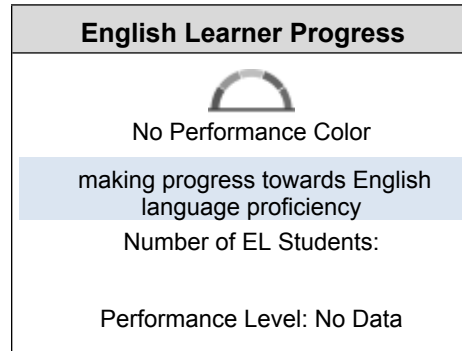
1. Overall, Robert Down Students continue to perform well on CAASPP math assessments.
2. More emphasis is needed for EL and Hispanic student support with math Intervention within classrooms and pull-out services.

School and Student Performance Data

Academic Performance English Learner Progress

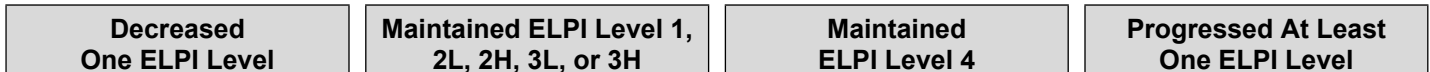
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Majority of EL students developing English skills.

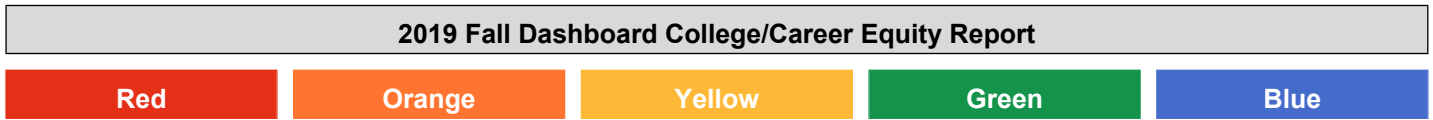
School and Student Performance Data

Academic Performance College/Career

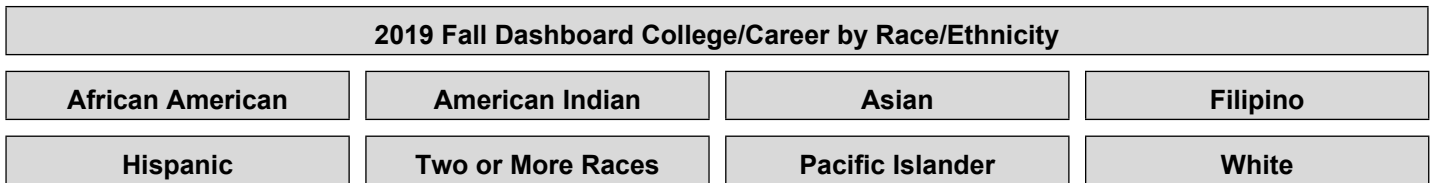
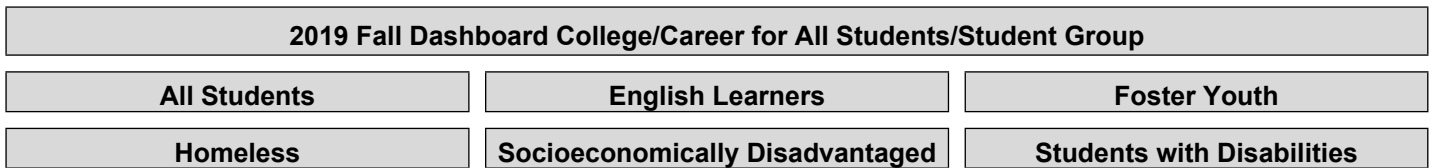
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

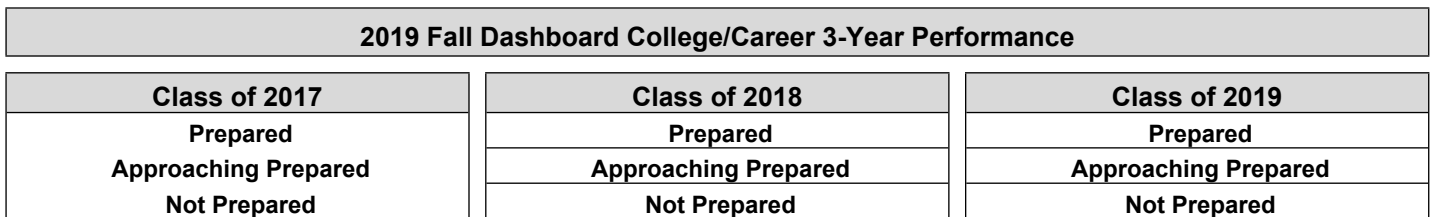
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

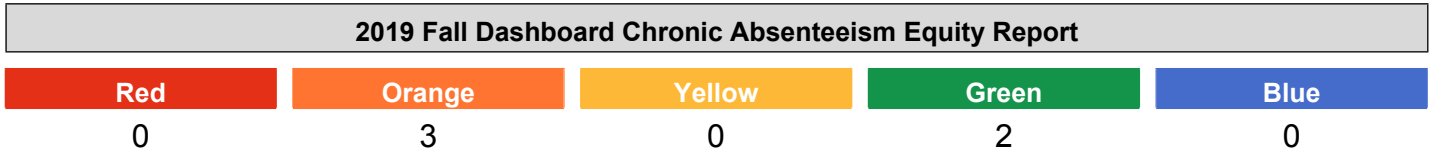
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.4</p> <p>Declined -0.7</p> <p>489</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>15</p> <p>Increased +3.6</p> <p>20</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>18.3</p> <p>Increased +9.3</p> <p>104</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>9.8</p> <p>Declined -2.1</p> <p>51</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Orange 12 Increased +6.3 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.6 Increased +2.1 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 6.3 Declined -1.2 318

Conclusions based on this data:

1. Most concerned subgroups in assessments are missing 18 or more days of school: EL, SED, and SPED.
2. Overall chronic absenteeism decreased slightly.

School and Student Performance Data

Academic Engagement Graduation Rate

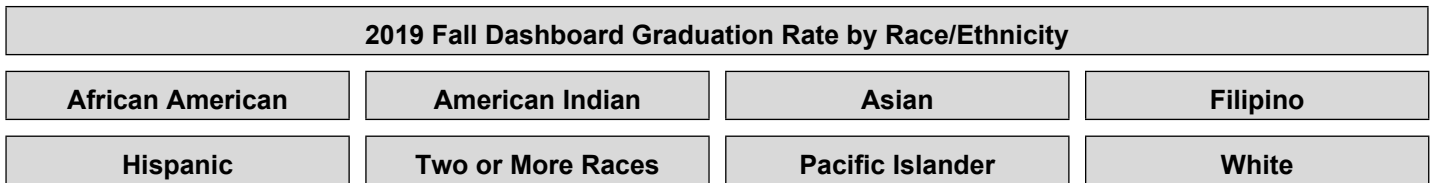
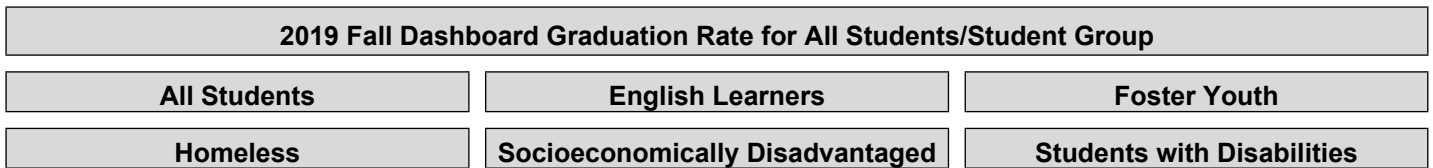
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

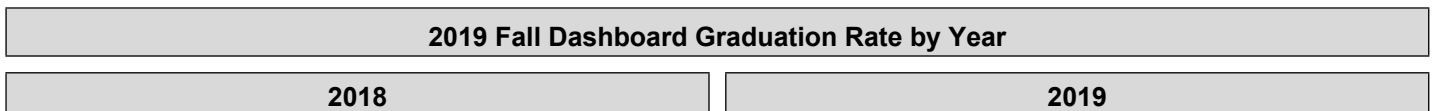
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

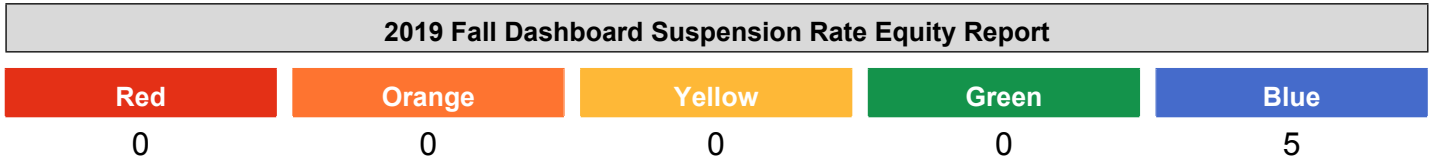
School and Student Performance Data

Conditions & Climate Suspension Rate





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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0 Maintained 0 496	<p>English Learners</p>  No Performance Color 0 Maintained 0 22	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Blue 0 Maintained 0 104	<p>Students with Disabilities</p>  Blue 0 Maintained 0 51

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> 14	 No Performance Color Less than 11 Students - Data 9	 Blue <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 54	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 81	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 3	 Blue <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 319

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with low suspension rate.
3. Three additional debriefing questions for undesired behavior are being used: 1)Is it safe? 2)Is it kind? 3)Is it your personal best?

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 1

Robert H. Down Elementary will continue to be a welcoming place of innovative learning by increasing opportunities for students to participate in career awareness activities (K-5) and skill-building leadership and service-learning roles (3-5) through lunchtime and after school activities/clubs as measured by the CA Healthy Kids and Site Council Survey and participation rates in programs.

Identified Need

2019-2020 CA Healthy Kids Survey Results indicated need for increased connectedness to school along with the counseling goal to provide career exploration activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 CA Healthy Kids Survey (CAHKS)	2019-2020 CA Healthy Kids Survey results indicated close to 20% of students needing increased efforts to feel a part of RHD.	2021-2022 CA Healthy Kids Survey Results and Site Council Survey Results will indicate reduced feelings of lack of participation and not feeling a part of RHD.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Blue Jackets, and Garden Rangers.	In 2018-19, ten 5th grade participated in service learning with counselor. Data not taken for participation in Kindness Week or other leadership opportunities.	10-20% increase in participation for RHD service learning opportunities along with 30% increase (74%) in response to Meaningful Participation on the 2019-20 CAHKS.
Participation rates in lunchtime and after school activities/clubs: yoga, Lunch Bunch, Garden Club, Choir, STEM Club, Robotics, ROV Underwater Robotics, GATE, Drama Club, The Otter Times, etc.	In 2019-2020, 20 4th and 5th graders and 20 3rd graders participated in Lego Robotics, 30 students participate annually in Jedi Choir, over 80 students participated in two drama productions.	
Garden Rangers recycling and sustainability program established between garden and cafeteria.	No data collected in 2020-2021.	Baseline of recycled materials collected and sustainability of garden to be determined in 2021-2021.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Creation of mentoring programs, Career Day, and collection of guest speakers who speak to schoolwide or grade-wide groups.	No data collected in 2020-2021.	Community members and RHD 5th graders provide mentoring groups focusing on PGHS CTE-related careers: Culinary, Art, Photo, STEM and ROV, Robotics, National Honor Society (Writing), Coding, and Computer Hardware. Guest speakers for any topic are provided grade-wide with a database created for future contact and organization so there is no overlap between grades, unless it is a schoolwide topic.
Use of Site Council Staff, Student, and Surveys to gather feedback about participation and career exploration.	132 parents participated in 2018-19 RHD Site Council Survey and 144 in 2019-2020. 51 5th graders participated in the 2019-2020 RHD Site Council Survey along with 28 staff members.	Increase parent participation in Site Council survey to minimum of 200 along with goal of 100% staff and student participation.

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)

4th and 5th grade students

Strategy/Activity

Provide leadership and service-learning opportunities for 5th graders to include mixers with Forest Grove Elementary 5th graders at the beginning of the year (Sunrise breakfast), the midpoint of the year field day (High Noon activities at either elementary location), and end of the year (Sunset reflection BBQ/Bonfire). Focus on Toolbox tools and how 5th graders are leaders on campus that will exemplify anti-bullying behaviors. Principal to meet with 5th-grade volunteer service leaders to determine needs on campus for monitoring competitive play during recess and lunch and how RHD can improve through concerns in surveys and how 5th graders can lead the change.

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)
500	Site Formula Funds 4000-4999: Books And Supplies Materials/Supplies and snacks needed for Sunrise, High Noon, Sunset, and Service Leader Meetings/Mixers
	Site Formula Funds 4000-4999: Books And Supplies Toolbox posters, curriculum, and possible professional development (5800 Budget Code)
	Site Formula Funds 2000-2999: Classified Personnel Salaries Salaries for two hours of professional development for all classified staff. Total may fluctuate due to optional professional development on Monday, August 5, 2019.

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

K-5 Garden Program to include NGSS- focused lessons on sustainability and recycling at RHD, including leadership/service learning opportunities for recycling, food bank donation, and sustainability within food services programs.

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)
4,600	Site Formula Funds 2000-2999: Classified Personnel Salaries Garden Coordinator
1,000	Site Formula Funds 4000-4999: Books And Supplies Garden Program Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students interested in STEM

Strategy/Activity

STEM after school clubs to partner with CSUMB Service Learners and PGUSD community members as mentors to provide free participation: FIRST Robotics Lego, Jr. for 1st - 4th grades,

FIRST Robotics Lego League for 5th Grade, ROV underwater robotics for 4th/5th grades, and STEM Club for 1st - 5th 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)
5,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Adviser stipends
1,000	Site Based Gifts and Donations 4000-4999: Books And Supplies Robotics Benevity Apple Mentor Donations for FIRST Robotics Supplies/T-Shirts
1,000	Site Formula Funds 4000-4999: Books And Supplies Additional Robotics and ROV funding for supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

4th/5th Grade Service Learners Training for noontime Blue Jackets, Cafeteria Helpers, and Service Leaders monitoring activities.

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)
500	Site Formula Funds 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students interested in Drama

Strategy/Activity

Continue free after school Drama Club with equitable selection process to ensure participation within one year. If more than one production occurs yearly, new group of students selected through application and lottery with all applicants exhausted before selecting returning actors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Up to 2,000 set aside for 500.00 stipends for each director, per production.
500	Site Formula Funds 4000-4999: Books And Supplies 500 for Drama Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site Leadership Team to determine priorities for Adjunct Duty list to continue RHD cultural traditions (eg. Family Literacy and Math Nights).

Proposed Expenditures for this Strategy/Activity

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

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

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

LEA/LCAP Goal

Goal 2: Social Emotional learning Goal: To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 2

Robert H. Down will continue to provide a safe and affirming educational space where all, students, staff, and parents feel welcomed and listened to while forming positive connections with each other as evidenced by responses on the CA Healthy Kids and Site Council Surveys, DESSA SEL Survey, and participation rates in lunchtime SEL activities.

Identified Need

2020-2021 results on Distance Learning parent surveys regarding concerns of student depression, RHD Site Council goal to provide SEL supports during 2021-2022, on 2019-2020 CA Healthy Kids Survey 18% of 5th-grade students indicating they experienced frequent sadness, 47% shared that mean rumors or lies were spread about them, 41% were called bad names or target of mean jokes, and 78% of 2019-2020 5th graders on the RHD Site Council Student Survey stating they experienced at least some sadness. 20% of students do not perceive RHD as a safe school, and seven staff members felt that RHD was not a secure campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Toolbox-embedded lessons with writing reflection/outcome 3x per year (1x per trimester) per grade level/classroom.	No data collected during 2020-2021.	Each classroom will have Toolbox reflections/related lesson outcomes (eg. artwork) posted in classroom or hallway 3x year, including Kindness Week 2022.
Participation rates in lunchtime yoga, Lunch Bunch, SEL activities, and Garden Club.	No data collected during 2020-2021.	
Collection of Toolbox Skills through Caught Being Good Cards	Baseline data collected up to March 2020 before Shelter in Place and Distance Learning went into effect. Unfortunately, a new baseline will need to be created since data was lost in a hard drive crash.	Olly the Otter stuffed animal will be awarded to six classrooms during RAK assemblies. Baseline formed for Toolbox skills being used on regular basis.
2021-2022 CA Healthy Kids Student, Staff, and Parent Surveys	2019-2020 CA Healthy Kids Student and Staff surveys: 41% of RHD 5th graders did not or only felt close to people at school sometimes, 20% of 5th graders did not feel part of the school or proud to be a part	10% decrease in students responding to perpetration behaviors of bullying and 10% decrease in students responding to being victimized by bullying behaviors as well as 90% of students and staff

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>of it, 31% of 5th graders did not feel they were treated fairly after breaking rules, Bullying is seen as an issue to address by both staff and students with 47% of 5th graders indicating they have had a rumor spread about them as well as close to 40% admitting they have called others bad names; 83% of RHD staff believe bullying is a mild to the severe problem on campus with 23% believing bullying prevention should be provided, 78% of 5th-grade students experienced sadness in their lives with 89% of staff responding this was a mild to the severe issue at RHD, Out of 13 staff respondents to the question of whether RHD was a secure campus, 54% stated that it was not,</p>	<p>indicating that RHD is a safe and secure campus on the 2021-2022 CA Healthy Kids Survey.</p>
<p>Toolbox Honors Certificates for all 5th graders.</p>	<p>Baseline to be created in May 2022.</p>	<p>RHD staff will provide statements for every 5th grader, praising their use of any of the 12 Tools in the Toolbox, SEL Curriculum, and/or Random Act of Kindness assembly concepts.</p>
<p>Professional Development for classified and certificated staff in classroom and social-emotional supports.</p>	<p>2019-2020 CA Healthy Kids Survey results indicated 50-53% of staff believe there should be professional development provided regarding the following topics: Social-Emotional supports for students, Culturally-relevant instructional methods, and classroom support practices for special education and EL students.</p>	<p>All RHD staff will be trained in and use Toolbox strategies and venacular with students.</p>

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using Toolbox strategies, providing updated Caught Being Good cards to include Toolbox tools, identifying/recognizing grade level classes at Random Act of Kindness Assemblies (RAKs) with Ollie the Kindness Otter Award for the month presented to the class using Toolbox tools the most, and hosting an anti-bullying assembly at the beginning of the year to focus on strategies to decrease perpetration of bullying behaviors.

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)

[Empty box for Amount(s)]

Source(s)

Site Formula Funds
None Specified

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

Lunchtime SEL activities: Yoga, Art, Lunch Bunch, Garden Club, and other options to be determined.

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)

[Empty box for Amount(s)]

Source(s)

Site Formula Funds
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collection of Caught Being Good Cards and monthly class award of Ollie the Kindness Otter

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

.Intermediate grades: 3rd, 4th, and 5th

Strategy/Activity

CA Healthy Kids Survey administered to 5th graders and RHD Site Council Survey proctored to 3rd, 4th, and 5th 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

5th grade

Strategy/Activity

Toolbox Honors Certificates

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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development for classified and certificated staff in classroom and social-emotional supports.

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts: All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic students will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 3

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids and Benchmark), as well as state CAASPP assessments will be provided appropriate intervention services and .improve at least one level (eg. nearly met to met) on the 2021-2022 ELA and math CAASPP assessments.

Identified Need

16 students scored at the nearly or not met levels on the 2017-18 ELA CAASPP 3rd-5th assessments. 2017-18 CAASPP Math indicated 20.92% of 3rd-5th students did not meet or nearly met standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 CAASPP ELA 3rd-5th Assessments	2017-18 CAASPP ELA results reported 13% of students (16) nearly or not meeting standards.	All students scoring nearly or not met on 2018-19 CAASPP ELA will receive intervention services and raise their score one level on CAASPP ELA standards by the end of the year.
2021-22 MAP reading, language, and math K-5 interim assessments	MAP baseline assessment date being collected in May 2021.	All students will have a minimum of 1 year's growth RIT score (in one year's time) based on MAP achievement norms for each assessment band/grade level.
Superkids (K-2) Beginning, Meet Benchmarks, and Club Benchmarks and Benchmark Universe (3-5) end of unit assessments.	Baseline for these assessments to be researched Summer 2021.	Students scoring nearly or not met on 2020-2021 Superkids Meet/Club Benchmarks or Benchmark Universe end of unit assessments will not exceed 10% of K-5 population.
Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) Fall (All 3rd, 4th, and 5th), Winter, and	2017-18 3rd grade reported 679.53 Lexile Average (Above Grade Level) and 4th grade 731.60 Lexile (Above Grade	Students scoring Below Grade Level on 2021-2022 SRI and SMI spring assessments will not exceed 10% of the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring assessments (only below or far below students).	Level) average on SMI. No other grade levels performed SRI assessments in 2017-18.	population and will receive intervention
DIBELS for K-5		All K-5 students performing at the red or yellow level on DIBELS will receive reading intervention services. 30% of students will graduate from the program by May 2022.
English Language Proficiency Assessments for California (ELPAC)	2017-18 EL students performed at 55.6% Level 4 (Well developed), 27.8% Level 3 (Moderately Developed), and 16.7% Level 1 (Somewhat Developed).	All returning EL students will improve their ELPAC scores with an increase in performance level in one or more of the domains (speaking/listening/reading/writing).
Professional development for certificated and classified staff in classroom intervention strategies along with SIPPS training for all Intervention IAs.	Professional Development offered to all classified staff for one week in Distance Learning strategies and online software.	All staff will provide intervention strategies and report effectiveness on RHD Site Council Survey.
Professional development for MAP Growth Assessments	Introductory MAP Growth professional development provided May 2021.	All staff will indicate knowledge of how to provide access to students for MAP Growth assessments and analyze MAP RIT scores on RHD Site Council Staff Survey.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Site Formula Funds
2000-2999: Classified Personnel Salaries

2 hours of guided reading techniques professional development

Site Formula Funds
1000-1999: Certificated Personnel Salaries
RHD Certificated trainer for Guided Reading PD

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with emphasis on targeted students who qualify for Intervention and those on waiting list.

Strategy/Activity

Grade levels self-monitoring of modified instruction based on analysis of ELA and math progress monitoring using Superkids/Benchmark Universe/SWUN Math end of unit and MAP 2020-21 baseline scores

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$16,100.00

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 (\$)
Site Based Gifts and Donations	\$1,000.00
Site Formula Funds	\$15,100.00

Subtotal of state or local funds included for this school: \$16,100.00

Total of federal, state, and/or local funds for this school: \$16,100.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Katie Whitman	Parent or Community Member
Jennifer Jeska	Parent or Community Member
Sarah Boyle	Parent or Community Member
Heloisa Junqueira	Parent or Community Member
Maria Miller	Other School Staff
Christina Renteria	Classroom Teacher
Michelle Evans	Classroom Teacher
Sean Keller	Principal

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

	Departmental Advisory Committee
	Other: RHD Site Council Member and ELAC Representative

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 May 10, 2019.

Attested:

Principal, Sean Keller on May 10, 2021
SSC Chairperson, on May 10, 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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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