School Year: **2023-24**

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
D.H. White Elementary School	34674136033716	05/22/2023	6/13/2023

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

This schoolwide plan is designed to continuously improve student achievement, empower our students to become lifelong learners and adjust to education challenges when necessary.

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

The SPSA for DH White Elementary is a site plan that describes the actions and strategies that will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and school community. The SPSA is aligned to the district LCAP and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is developed in collaboration with input from stakeholders and approved by the School Site Council.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The River Delta Unified school district administered the California Healthy Kids survey in the Spring of 2023. The results of this survey for DH White Elementary, lack of participation to complete the survey made it difficult to get a large scale sampling of campus. Of the results we received the response was positive.
Our site also participated in the California School Staff Survey (CSSS) and the Bully Prevention Program survey from SCOE, these results are not yet available.

Classroom Observations

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

DH White school administrators participate in regular walk-throughs weekly in classrooms to observe practices of our staff and teachers. RDUSD has focused on Academic conversations, giving administrators and teachers the opportunity to observe classrooms and neighboring sites in their regular practices of Academic conversations throughout the year. With this practice administrators have used a similar rubric and observation tool to observe classroom teachers. This has allowed administrators and teachers to give feedback.

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)

DH White elementary participates in MAP Benchmark assessments 3 times a year. This information is valuable in planning next steps for all students and our English Language Learners specifically. Grades K-5th work alongside our RTI Teacher to administer the BPST and Fluency assessment each quarter to assess student progress and identify at risk students. All teachers have access to MAP scores online.

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

DH White uses a variety of data to monitor student progress. Collaboration between grade levels using MAP data and curriculum embedded assessments are analyzed quarterly during staff meetings and grade alike collaboration time. Students participated in the MAP benchmarks 3 times a year at our site. Additionally, DH White Elementary is currently working on a MTSS multi-tiered system of support for each grade level, to ensure all grades are meeting the needs of each individual student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently, DH White Elementary has 14 staff members who are highly qualified, followed by one teacher intern and 5 long-term subs.

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

Professional development is ongoing for credentialed teachers in the areas of ELA, math, science, sex education and physical education. Professional development has been provided by district, site and outside agencies.

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

RDUSD has focused on academic conversations, social emotional development including trauma, English language development, and the implementation of Common Core standards. Teachers clearing credentials are supported by district mentors and Teacher Induction programs. All RDUSD teachers participated in a district-wide English Language Development PD for English language learners.

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

RDUSD pairs new teaches with mentors, district-wide professional development in the areas of social emotional learning, Common core standards, English language development trainings, school based crisis services, and academic conversations. At the site level Little Spot SEL curriculum in kindergarten and first grade, BPST training, Peacemaker training and Sex education training for our 6th grade teachers.

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

Teacher collaboration for grade alike teachers takes place quarterly and during early release days. The focus of this year has been supporting our long term subs and supporting grade level teachers with continuity.

Teaching and Learning

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

DH White teachers are aware of the content and performance standards, and are in alignment with the Common Core Standards. DH White staff has put in the time and dedication to ensure the school's instructional programs are aligned and will continue to be the focus.

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

DH White school has made the site decision to hold instructional minutes for ELA and Math before lunch. Our staff will also continue RTI instructional minutes for grades K-3rd by RTI Teacher and aide. Staff has also committed to school wide RTI instructional minutes in the form of WINN or "What I Need Now".

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

DH White school has adopted designated time during the day to work on interventions. Teachers are given time to collaborate with grade alike teachers and mentors. Staff would like more opportunity to visit schools similar to our size and structure to observe their models and practices. Trainings are also something the staff would like to explore.

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

All teachers at DH White use the state adopted Standards and the state adopted textbook lists following the state cycle for adoption and election of textbook and instructional materials. Textbook selection and purchases are pre-approved by the board of trustees of the district. Books selected are certified by the board that materials meet the needs of all students groups and state standards.

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

DH White students have access to state adopted standard-aligned instructional materials, including intervention materials, for example Standards Plus curriculum.

Opportunity and Equal Educational Access

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

Students who qualify for Special Education services are provided an IEP (Individual Education Plan) to address qualifying academic deficits. This plan is monitored by a Special Education case manager and implemented by all staff in contact with the student. Student Support Team (SST) meetings provide additional support to underperforming students not meeting standards. In addition, DH White elementary provides RTI to our K-3rd grade by our RTI teacher and aide.

Evidence-based educational practices to raise student achievement

DH White is in the process of implementing a school wide RTI model, being referred to as WINN-What I Need Now. This will be a daily devoted schedule. All DH White teachers attended Professional development for English Language Learners in the Spring of 2023. Interventions and strategies are implemented daily in classrooms by all staff. Positive reinforcement and PBIS practices are also implemented school wide.

Parental Engagement

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

Resources available from family, school, district, and community to assist under-achieving students are as follow, Parent Project to help assist parents in connecting with students. We also partner with our county non profit. Rio Vista Care to provide counseling services to our students. Care Solace is also a company we currently partner with to provide mental health services to our students, staff and families. Our PTC and ELAC groups meet on campus regularly and their input is sought out when implementing next steps. After School Program (ASP) is available for families to utilize from last bell to 6PM . For the summer of 2023, summer school and ASP will be available for all DH White elementary students. A major focus is improving our parent involvement.

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)

At DH White Elementary our staff, parents, and community are highly involved on campus. We have a functioning Student Site Council, Parent Teacher Committee, English language Advisory Council, Beyond the Bell After School Program, and site Leadership team.

Funding

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

DH White Elementary receives Title 1 along with site Supplemental and Concentrated Local Control Funds to meet the needs of our underperforming students.

Fiscal support (EPC)

A lack of funding and budget cuts have negatively impacted the school budget.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development and annual review of our SPSA is created with Certificated and Classified input and feedback in staff meetings, as well as through the public meetings of the School Site Council. Staff and Council members provide input both written and orally.

Resource Inequities

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

Resource inequalities identified are lack of keeping highly qualified teachers, along with the lack of funds resulted in a loss of state income.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	85	68
Grade 1	44	53	74
Grade 2	50	49	55
Grade3	45	47	54
Grade 4	59	50	43
Grade 5	43	58	45
Grade 6	77	46	65
Total Enrollment	380	388	404

Conclusions based on this data:

1. Enrollment continues to increase; with new housing development, we may see an increase in enrollment.
2. Our largest class has decreased in number but remains the biggest class on campus

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	68	69	65	17.90%	17.8%	16.1%
Fluent English Proficient (FEP)	27	22	19	7.10%	5.7%	4.7%
Reclassified Fluent English Proficient (RFEP)	5			7.4%		

Conclusions based on this data:

1. Our number of English Learners has decreased each year.
2. Our FEP students have steadily declined, which would be the case since our ELL are also decreasing

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	42		0	42		0	42		0.0	100.0	
Grade 4	57	44		0	42		0	42		0.0	95.5	
Grade 5	43	60		0	57		0	57		0.0	95.0	
Grade 6	77	47		0	47		0	47		0.0	100.0	
All Grades	226	193		0	188		0	188		0.0	97.4	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2408.			28.57			16.67			19.05			35.71	
Grade 4		2417.			11.90			19.05			23.81			45.24	
Grade 5		2506.			21.05			24.56			35.09			19.30	
Grade 6		2497.			2.13			34.04			34.04			29.79	
All Grades	N/A	N/A	N/A		15.96			23.94			28.72			31.38	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43			45.24			33.33	
Grade 4		14.29			64.29			21.43	
Grade 5		31.58			54.39			14.04	
Grade 6		8.51			70.21			21.28	
All Grades		19.68			58.51			21.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			54.76			28.57	
Grade 4		4.76			52.38			42.86	
Grade 5		17.54			63.16			19.30	
Grade 6		2.13			72.34			25.53	
All Grades		10.64			61.17			28.19	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.29			64.29			21.43	
Grade 4		9.52			64.29			26.19	
Grade 5		8.77			77.19			14.04	
Grade 6		6.38			76.60			17.02	
All Grades		9.57			71.28			19.15	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			54.76			28.57	
Grade 4		9.52			66.67			23.81	
Grade 5		19.30			64.91			15.79	
Grade 6		4.26			82.98			12.77	
All Grades		12.77			67.55			19.68	

Conclusions based on this data:

1. Overall, 68.62% of students are achieving at nearly met standard or above. Overall, 21.81% of students are achieving below standard in ELA (based on the most recent 21-22 SY data).
2. The strongest area overall is in listening, with 71.28% of students achieving nearly met standard and above. (based on the most recent 21-22 SY data).
3. The weakest area overall is in writing at 61.17% of students achieving nearly met standard and above (based on the most recent 21-22 SY data).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	42		0	42		0	42		0.0	100.0	
Grade 4	57	44		0	42		0	42		0.0	95.5	
Grade 5	43	60		0	57		0	57		0.0	95.0	
Grade 6	77	47		0	46		0	46		0.0	97.9	
All Grades	226	193		0	187		0	187		0.0	96.9	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2396.			11.90			19.05			33.33			35.71	
Grade 4		2433.			4.76			21.43			35.71			38.10	
Grade 5		2459.			12.28			10.53			36.84			40.35	
Grade 6		2524.			13.04			19.57			45.65			21.74	
All Grades	N/A	N/A	N/A		10.70			17.11			37.97			34.22	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.05			47.62			33.33	
Grade 4		4.76			42.86			52.38	
Grade 5		15.79			47.37			36.84	
Grade 6		13.04			60.87			26.09	
All Grades		13.37			49.73			36.90	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43			38.10			40.48	
Grade 4		11.90			47.62			40.48	
Grade 5		10.53			45.61			43.86	
Grade 6		10.87			65.22			23.91	
All Grades		13.37			49.20			37.43	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52			69.05			21.43	
Grade 4		7.14			61.90			30.95	
Grade 5		10.53			49.12			40.35	
Grade 6		8.70			69.57			21.74	
All Grades		9.09			61.50			29.41	

Conclusions based on this data:

1. Overall, 65.78% of students are achieving at nearly met standard or above. Overall, 34.22% of students are achieving below standard (based on the most recent 21-22 SY data).
2. Overall, the strongest area of Communicating Reasoning with 70.59% of students achieving at nearly met standard or above (based on the most recent 21-22 SY data).

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1387.4	1396.1		1416.4	1419.1		1319.6	1342.3		17	14	
1	*	*		*	*		*	*		8	9	
2	*	1457.2		*	1464.7		*	1449.2		9	11	
3	*	*		*	*		*	*		9	6	
4	*	*		*	*		*	*		9	8	
5	*	*		*	*		*	*		10	8	
6	1527.4	*		1540.0	*		1514.3	*		12	6	
All Grades										74	62	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	0.00		11.76	28.57		47.06	42.86		29.41	28.57		17	14	
1	*	*		*	*		*	*		*	*		*	*	
2	*	0.00		*	36.36		*	45.45		*	18.18		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	33.33	*		16.67	*		25.00	*		25.00	*		12	*	
All Grades	13.51	9.68		25.68	27.42		35.14	41.94		25.68	20.97		74	62	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	7.14		11.76	28.57		47.06	42.86		23.53	21.43		17	14	
1	*	*		*	*		*	*		*	*		*	*	
2	*	9.09		*	45.45		*	45.45		*	0.00		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	41.67	*		25.00	*		16.67	*		16.67	*		12	*	
All Grades	29.73	22.58		31.08	33.87		20.27	32.26		18.92	11.29		74	62	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		0.00	14.29		35.29	35.71		64.71	50.00		17	14	
1	*	*		*	*		*	*		*	*		*	*	
2	*	0.00		*	18.18		*	54.55		*	27.27		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	0.00	*		25.00	*		50.00	*		25.00	*		12	*	
All Grades	1.35	1.61		12.16	24.19		40.54	32.26		45.95	41.94		74	62	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	14.29		52.94	71.43		29.41	14.29		17	14	
1	*	*		*	*		*	*		*	*	
2	*	9.09		*	90.91		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	25.00	*		50.00	*		25.00	*		12	*	
All Grades	24.32	19.35		54.05	69.35		21.62	11.29		74	62	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	7.14		52.94	64.29		29.41	28.57		17	14	
1	*	*		*	*		*	*		*	*	
2	*	9.09		*	90.91		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	58.33	*		33.33	*		8.33	*		12	*	
All Grades	39.19	30.65		43.24	54.84		17.57	14.52		74	62	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.14		47.06	57.14		52.94	35.71		17	14	
1	*	*		*	*		*	*		*	*	
2	*	0.00		*	72.73		*	27.27		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	0.00	*		41.67	*		58.33	*		12	*	
All Grades	2.70	4.84		41.89	53.23		55.41	41.94		74	62	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	0.00		18.75	28.57		75.00	71.43		16	14	
1	*	*		*	*		*	*		*	*	
2	*	0.00		*	63.64		*	36.36		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	8.33	*		83.33	*		8.33	*		12	*	
All Grades	2.74	3.23		54.79	58.06		42.47	38.71		73	62	

Conclusions based on this data:

1. Overall, our strongest area is in Speaking with 85.49% performing at somewhat developed or higher.

2. Overall, the weakest area is in written language with 25.5% of students performing at somewhat developed or higher.

3. .

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
388	**44.1**	**17.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in D.H. White Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	69	17.8
Foster Youth		
Homeless	20	5.2
Socioeconomically Disadvantaged	171	44.1
Students with Disabilities	42	10.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	4.6
American Indian	3	0.8
Asian	1	0.3
Filipino	3	0.8
Hispanic	164	42.3
Two or More Races	51	13.1
Pacific Islander	1	0.3
White	147	37.9

Conclusions based on this data:

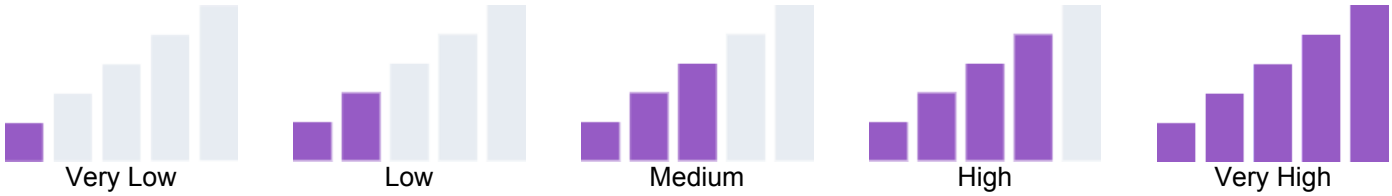
1. 44.1% of our students are socioeconomically disadvantaged
2. Students with disabilities represent 10.8% of our population.
3. English Language Learners represent 17.8% of our population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Our suspension rates continue to be low and in good standing.
2. Chronic Absenteeism is very high. We will continue to implement attendance incentive programs and increase parent awareness around the importance of attending school regularly.

3. Academic performance in both English Language Arts and Math need to improve. We will have school-wide intervention programs to support this as well as increase our RTI support.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

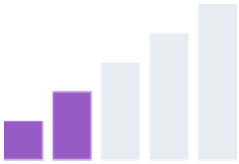
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
26.3 points below standard	64.3 points below standard	
178 Students	44 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
8 Students	39.4 points below standard	72.1 points below standard
	89 Students	24 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students		No Performance Level 0 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 49.4 points below standard 73 Students	No Performance Level 1.2 points above standard 28 Students		Low 12.4 points below standard 70 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.3 points below standard 27 Students	3.9 points below standard 17 Students	16.4 points below standard 131 Students

Conclusions based on this data:

1. Five subgroups performed in the low area. We need to identify these students and determine instructional next steps. We will continue to work with the Intervention teacher and move our part-time aide to 6 hours to provide support for individual students performing below grade level. We will also implement a school wide intervention time.
2. Our current English Learners are 64.3 points below standards. one of our biggest group deficits indicating there is a need to increase ELD support for them.
3. 27 of our 44 ELL students are below standards

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

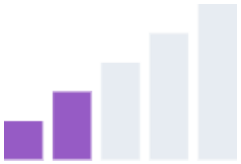
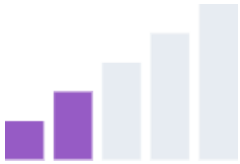
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
48.6 points below standard	75.9 points below standard	
177 Students	44 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
8 Students	65.2 points below standard	93.0 points below standard
	88 Students	24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 8 Students		No Performance Level 0 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 76.3 points below standard 72 Students	No Performance Level 14.9 points below standard 28 Students		 Low 27.1 points below standard 69 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.9 points below standard 27 Students	23.6 points below standard 17 Students	40.0 points below standard 130 Students

Conclusions based on this data:

1. Overall, our students are performing in the low areas in Math across all the categories
2. Our ELL students are 75.9 points below standard, the second largest deficit other than student with disabilities at 93.0 points.

School and Student Performance Data

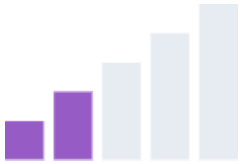
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

37.0 making progress towards English language proficiency

Number of EL Students: 46 Students

Performance Level: 2

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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.7%	41.3%	0.0%	37.0%

Conclusions based on this data:

1. Our English learners are performing at a very high level, 41.3% have maintained their Level 1-3, a plan needs to be put in place to get students to the next level
2. 37% progressed at least one level and are making progress towards English Language proficiency.
3. 21.7% decreased by one level. We need to identify these students and make a plan for supports.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

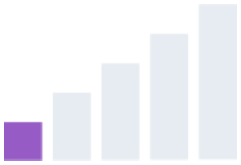
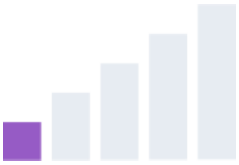
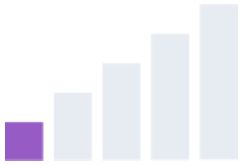
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	
46.4% Chronically Absent	42.9% Chronically Absent	
429 Students	77 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
58.3% Chronically Absent	50% Chronically Absent	41.4% Chronically Absent
24 Students	208 Students	58 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
47.8% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
23 Students	3 Students	3 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
50.6% Chronically Absent	48.2% Chronically Absent	Less than 11 Students	40.9% Chronically Absent
178 Students	56 Students	3 Students	159 Students

Conclusions based on this data:

1. Hispanic population has the highest percentage of 50.6% to be Chronically absent by race/ethnicity.
2. Overall, attendance needs to improve. All subgroups are at very high.
3. Our SED population is 50%, putting them at the highest percentage of our student groups

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	2	0	4

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
0.7% suspended at least one day	0% suspended at least one day	Less than 11 Students
443 Students	79 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
0% suspended at least one day	0.5% suspended at least one day	0% suspended at least one day
25 Students	216 Students	60 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
24 Students	3 Students	5 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Medium	No Performance Level	Medium
0% suspended at least one day	1.8% suspended at least one day	Less than 11 Students	1.2% suspended at least one day
183 Students	57 Students	3 Students	164 Students

Conclusions based on this data:

1. Our suspension rate is performing in the highest indicator.
2. We will continue to provide our behavioral supports currently in place site wide.
3. PBIS will continue to be implemented on our site.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Learning and Achievement gaps

LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

Goal 1

By June 2024, DH White will increase at a minimum of 3 points the ELA and Math scores as measured by the CAASPP. In addition, DH White will increase the number of students reclassified by 2% as measured by ELPAC scores.

Identified Need

To be successful, each student needs to have all required textbooks, ancillaries, materials and technology to access the curriculum. Integration of curriculum with up-to-date technology is required for student learning and success in all content areas. It is imperative that staff is provided with all necessary materials as well as additional materials to address intervention and learning gaps.

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

Strategy/Activity

- School will ensure that all teachers have all Board adopted curriculum, and textbooks to ensure student learning.
- Teachers will use all Board adopted curriculum, textbooks, to ensure student learning.
- Teachers will use technology to support the curriculum.
- School will ensure that the appropriate levels of materials and supplies are available for students and teachers.
- Teachers will use district-adopted standards-based instructional materials to foster and support student learning.
- Teachers in grades K-6 will use Common Core Standards in their daily lesson planning.
- Purchase subscriptions to Science and History magazines to supplement textbooks and enhance language and literacy development.
- Purchase materials and supplies in support of student learning.
- Teachers will use required technology and educational technology programs to support the curriculum.

- Purchase and use necessary materials and equipment to meet the needs of Physical Education requirements.
- Purchase and use additional Chromebooks to meet the needs of ELA and Math programs.
- A full-time Intervention/ELD teacher, bilingual assistant and intervention classroom aide is on staff to insure student success.
- Academic support and enrichment programs will be held throughout the school year designed to foster students' individual needs.

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)
500.00	Lottery: Unrestricted postage
1000.00	Lottery: Unrestricted supplies
10,000.00	Lottery: Unrestricted classroom supplies for teachers ($300 per classroom)
1,500.00	Lottery: Unrestricted Afterschool Intervention
3,000.00	Lottery: Unrestricted Substitutes for PD
4000.00	Title I Part A: Basic Grants Low-Income and Neglected PD for working with students with disabilities
9000.00	Title I Part A: Basic Grants Low-Income and Neglected Supplies
13,800.00	Unrestricted Intervention Aide
13,800.00	Site Supplemental & Concentration Intervention aide/inst. asst II.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implementation of Standards

LEA/LCAP Goal

Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD standards in grades K-12.

Goal 2

DH White staff will implement CSSS, NGSS, and ELD standards with fidelity as measured by annual observations, walk throughs, site reflections and feedback.

Identified Need

- Provide for collaboration time for staff to share instructional practices and strategies.
- Feedback to parents through Report Cards, progress reports and student study teams and parent teacher conferences.
- Protect core instructional time in the school-wide schedule; all ELA and Math classes will be scheduled prior to lunch everyday.
- Students receiving RTI, Tier , and 3, support in the classroom will show growth towards narrowing/closing achievement gap based on multiple measures used at that grade-level. - All students (3rd-6th) will participate in daily intervention (30 mins a day x 4 days a week) using the Standards Plus Intervention program. These scripted teacher lesson plans support skill and concept development as well as academic vocabulary development appropriate for each grade level and rigor. There are pre- and post- assessments for each set of lessons and tasks that teachers will provide all students.
- A school wide intervention block schedule will be designed and adhered to for all grade levels.
- Intervention teacher will concentrate their focus on grades K-3 mainly.
- Intervention will be provided for ELA and Math.
- Principal, VP, RSP and Intervention teacher will conduct regular walk-throughs during the designated Standards Plus block of the schedule to ensure that the program is being followed with fidelity.
- Data team will meet frequently to review the assessments and monitor student progress.
- Supports will be provided for anyone who is not following the program with fidelity (conference with principal, release time to observe other teachers, etc.) .
- Frequent professional development will be provided to all staff through multiple venues. Professional development topics will include but are not limited to embedding tiered supports, intervention, addressing the needs of students social emotional well-being, etc.
- TIER 2&3 intervention program will work in conjunction with the school wide intervention program ensuring that every students needs are being met.

- A Teachers Pay Teachers site license will be purchased to provide teachers with additional intervention/learning loss materials that they can use all year long. (District has purchased in the past)

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

- In coordination with the District Office, D.H. White will maintain the appropriate level of highly qualified teachers so as to meet the needs of all students.
- In coordination with the District Office, all D.H. White students will have the appropriate textbooks, technology and equipment, materials, and the facilities necessary to bring about student learning in a safe, secure, and nurturing environment.
- In coordination with the District Office, D.H. White staff will have the necessary equipment and materials to meet the needs of their jobs in a safe and supportive environment.
- Principal, teachers, and staff will work together to ensure that all the curricular and material needs of every student is met
- Principal will ensure procurement of curriculum, materials, supplies, and technology needed for instruction.
- Teacher representatives will participate in all district-provided technology trainings.
- Teachers will embed literacy in their Science and Social Science instruction to support Common Core standards on informational texts.
- The school and PTC will support grade-level field trips to enhance Science and Social Science Curriculum.
- To adhere to the Ed Code, student in grades 1-6 will receive 200-minutes of guided Physical Education instruction every 10 days; Teachers in grade 1-6 will plan and implement common Physical Education activities based on the California Physical Education Framework.
- Based on the RDUSD EL Master Plan, all English Language Learners will receive 30-minutes of core ELD instruction every day.
- School ELD coordinator will provide guidance and training to all staff regarding new ELD standards and appropriate curriculum.
- All teachers will incorporate ELD standards in all subjects throughout the day and to enhance the learning experience.
- ELD teacher, Principal and General education teachers will collaborate (minimum once a month) to review data, progress monitor, and ensure the instructional program is effective.

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)
4500.00	Lottery: Unrestricted Tech Hardware
3000.00	Site Supplemental & Concentration PD and support for CCSS,ELD, NGSS
2930.00	Title I Part A: Basic Grants Low-Income and Neglected Supplies
3500.00	Title I Part A: Basic Grants Low-Income and Neglected New teacher Professional development
10,000.00	Unrestricted Classroom Tech

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Attendance

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well being for all students

Goal 3

DH White will decrease its chronic absenteeism rate from 46.4% to 40% as measured by statistics provided by CA Dashboard.

Identified Need

Our 50.6% Hispanic along with our 50% SED are our highest chronic absenteeism performers. Followed by two or more races (48.2%) ELL (42.9) students with disabilities (41.4%) and white (40.9%) We need to increase student attendance by all subgroups.

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

Strategy/Activity

- Revise current attendance incentives.
- Increase parent engagement and opportunities for participation.
- Social emotional training for staff.
- Professional Development will be provided on the PBIS online program.
- Fully implement the SARB processes.
- Positive phone calls home will be made to students quarterly.
- Provide equity and inclusion training opportunities to all staff.

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)
1000.00	Unrestricted

	PBIS professional development
3000.00	Unrestricted PBIS student supplies
2500.00	Lottery: Unrestricted Peacemaker renewal
2500.00	Lottery: Unrestricted You Missed It, You Missed It- Supplies, Incentives
3,000.00	Lottery: Unrestricted Site Rewards Principal 200
3000.00	Lottery: Unrestricted SEL and Equity PD for staff

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent engagement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 4

During the 2023-2024 school year, DH White will provide opportunities for parent involvement in support of student learning . Parent will attend two or more school related events as measured by sign-in data and parent pre/post surveys.

Identified Need

D.H. White will further improve upon a parent-friendly campus where families feel safe, welcomed and involved and will reflect on a positive school experience.

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

Strategy/Activity

- Hold a variety of parent nights such as paint night and family game night.
- Ensure translation at parent events.
- Continue character education assemblies
- Ensure that parent participation mirror's the school's demographic makeup at all events.
- Target those families who are not attending events. Principal or designee will make personal phone calls inviting families to attend.
- Conduct needs assessment to determine best time to hold parent engagement meetings.
- School wide communication folders will be used (TK-6)
- Reintroduce AVID planners in grades 4-6 stressing the importance of school to home communication.
- Will increase attendance in SSC, PTC, ELAC meetings by 5%.
- Provide/Recommend professional development opportunities for parents (i.e. Parent Project)
- Host a meet and greet at the beginning of school to connect families with staff.

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)
2000.00	Lottery: Unrestricted Supplies
1000.00	Unrestricted ELAC supplies
1500.00	Lottery: Unrestricted Parent education Professional Development
2500.00	Lottery: Unrestricted Parent education Professional Development
6149.00	Unrestricted Parent engagement events- Paint night, Game night, Meet and Greet

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic & Social emotional well-being.

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students.

Goal 5

DH White students will demonstrate social emotional growth in the area of self efficacy including emotional regulation, problem solving, and peer relations as measured by pre and post screenings with the school site counselor.

Identified Need

An increase in staff reported difficulty between peers and an increase in suspensions/office referrals. It is critical that we keep social emotional well-being of our students as a top priority and implement strategies daily to promote a positive culture.

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

Strategy/Activity

- Run periodic drill-down data to identify problem behaviors, determine action plan, collaborate with school counselor
- DHW will create a school-wide MTSS matrix and committee
- Hire a school counselor.
- Organize parent education around student mental health and trauma.
- work with community organizations to connect parents to resources.
- Principal will work closely with school counselor to develop a schedule to maximize student time with counselor when he/she is on-campus. .
- Frequent all-staff check-ins on student mental health.
- Provide staff with professional development opportunities to address the needs of student mental health and trauma
- School Wide PBIS will be continue in the 2023-2024 school year.
- Principal's 200 club will recognize students who are demonstrating strong character skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	Lottery: Unrestricted Site based Character education awards
3500.00	Discretionary Continue PD for restorative practice/behavior management
2000.00	Discretionary PD for trauma informed schools
1500.00	Lottery: Unrestricted Site based Attendance rewards
18,441.00	Unrestricted Instructional Aide I- campus support/ 3 aides
2200.00	Lottery: Unrestricted PD for MTSS/RTI
3,000.00	Lottery: Unrestricted Supplies- Counselor Social emotional

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

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.

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	$144,320.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$19,430.00

Subtotal of additional federal funds included for this school: $19,430.00

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

State or Local Programs	Allocation ($)
Discretionary	$5,500.00
Lottery: Unrestricted	$49,200.00
Site Supplemental & Concentration	$16,800.00
Unrestricted	$53,390.00

Subtotal of state or local funds included for this school: $124,890.00

Total of federal, state, and/or local funds for this school: $144,320.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Discretionary	5,500.00
Lottery: Unrestricted	49,200.00
Site Supplemental & Concentration	16,800.00
Title I Part A: Basic Grants Low-Income and Neglected	19,430.00
Unrestricted	53,390.00

Expenditures by Budget Reference

Budget Reference	Amount
	13,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	5,500.00
	Lottery: Unrestricted	49,200.00
	Site Supplemental & Concentration	16,800.00
	Title I Part A: Basic Grants Low-Income and Neglected	19,430.00
	Unrestricted	39,590.00
	Unrestricted	13,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,600.00
Goal 2	23,930.00
Goal 3	15,000.00
Goal 4	13,149.00
Goal 5	35,641.00

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

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jennie Gornto	Principal
Heather Graham-Macciocchi	Other School Staff
Trisha Rogers	Principal Parent or Community Member
Audrey Hamel	Parent or Community Member
Marissa Soto-Harrison	Classroom Teacher
Molly Close	Classroom Teacher
Michela Bincoletto	Parent or Community Member
Francie Abrahamson	Parent or Community Member
Jane Cronin	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: D.H. White Staff

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 5/22/22.

Attested:

Principal, Jennie Gornto on 5/23/22
SSC Chairperson, Michela Bincoletto on 5/23/22

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.

Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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