

School Year: **2024-25**



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
Frontier Elementary	34765056033492	5/15/23	6/20/23

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
- Additional Targeted Support and Improvement

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

The 2023-2024 SPSA describes three broad goals to support student school wide with an emphasis in support for the targeted subgroups (African American, Students identified as two or more races, students with disabilities, and homeless students). The goals focus on increasing student achievement, improve school culture and climate, and increase parent involvement. The key actions and strategies within these goals include:

- Funding part-time intervention teachers to teach small student groups in ELA and Math
- Provide refreshments and professional development/family engagement opportunity for parents and families
- Provide materials, supports, incentives etc. to incentivize and celebrate students for positive behavior and/or making growth in academics.

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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).

Three surveys (1 Thought Exchange, and 2 Kelvin pulses/Screeners) were conducted this year and will be shared in this SPSA.

The district conducted a survey through Thought Exchange to gather information about the district as well as each school from January through March of 2023. Principal Yang presented Thought Exchange with staff at a staff meeting, and with parents and families at a School Site Council Meeting, and ELAC meeting to encourage staff and families to complete the survey and add additional comments. The top three comments from Thought Exchange for Frontier Elementary School include:

- Students earn Golden Tickets when they are doing the right thing and can buy prizes from a prize cart. Focusing on positive behaviors promotes positive behaviors. (rated 4.0/5 by 5 people)
- They are also doing good on attendance. It is important because that's how teachers get paid and also because it hard since we're in COVID to have perfect attendance (rated 3.9/5 by 9 people)
- Many classes are doing community circles to build community within the room. Social emotional health is so important, especially after a year away. (rated 3.8/5 by 6 people)

Twin Rivers Unified School District also invested in Kelvin, a social emotional support for the whole community. Kelvin sends out regular check-ins to students, families, and staff to see how they are feeling. The first check went out in September. Afterwards, Kelvin sent random surveys through the year to get a pulse on how stakeholders feel. To date, Kelvin dashboard documented three screener results:

- Family data:

o Pulse #1: No data

o Pulse #2: Frontier Elementary 88% favorable/District 84% favorable

o Pulse #3: Frontier Elementary 89% favorable/District 83 favorable

- Staff data:

Pulse #1: Frontier Elementary 80% favorable/District 73% favorable

o Pulse #2: Frontier Elementary 83% favorable/District 69% favorable

o Pulse #3: Frontier Elementary 80% favorable/District 67% favorable

- K-2 Students

Pulse #1: No data

o Pulse #2: Frontier Elementary 83% favorable/District 81% favorable

o Pulse #3 Frontier Elementary 79% favorable/District 81% favorable

- Grade 3-4 students

Pulse #1: Frontier Elementary 72% favorable/District 69% favorable

o Pulse #2: Frontier Elementary 88% favorable/District 81% favorable

o Pulse #3 : Frontier Elementary 79% favorable/District 79% favorable

- Grade 5-6 students

Pulse #1: No Data

o Pulse #2: Frontier Elementary 76% favorable/District 71% favorable

o Pulse #3 : Frontier Elementary 75% favorable/District 68% favorable

The Principal conducted a school wide pulse to gather data regarding student overall perception around physical/emotional safety and well-being of self. Results show an average of 87% of students feel safe and 60% of students feel that someone else help if another student is being mean.

Classroom Observations

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

Classroom observations are integral in the success of student learning. This year, over 220 observations were made of teachers through the Frontier Elementary School for the 2022-2023 school year observing teachers in the following CSTPs:

CSTP 1: Engaging and Supporting All Students in Learning

CSTP 2: Creating and Understanding an Effective Environment for Student Learning

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

CSTP 4: Planning Instruction and Designing Learning Experiences for All students

CSTP 5: Assessing Student learning

CSTP 6: Developing as a Professional Educator

The findings show all teachers use district adopted curriculum and teach it to fidelity. Generally, teachers have good classroom management and the focus is on standards based lessons. Several teachers used CHAMPS, all students know the classroom expectations and teachers have a safe space in the room where students can go, if they need a break. Teachers continued to work in their PLCs through the year to plan and analyze student data. Teachers also attend professional development provided by the district (iReady, SWUN trainings, CORE) and attend meetings regarding their students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

California Statewide Assessment dashboard provides performance indicators in meeting performance goals. The 2022 data indicate that English Language Arts is low with 15.6 points below standard. Mathematics performance is also low with 36.1 points below standard. SBAC Data suggest that English Language arts decreased by 1% compared to 2018-2019, while math decreased by less than 1%. Both scores indicate need for performance goals to continue to improve during the 2023-2024 school year.

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

Local data utilized include benchmark assessments in ELA and Math, iReady diagnostic data for ELA and Kelvin Data for Social Emotional Learning. The results for 2022-23 are as follows:
ELA Benchmark: Trimester 1: 47% correct; Trimester 2: 51% correct
Math Benchmark: Trimester 1: 61% correct; Trimester 2: 51% correct
Kelvin: Grades K-2: Screener 2: 83% favorable; Screener 3: 79% favorable
Grades 3-4: Screener 1: 72% favorable; Screener 2: 88% favorable; Screener 3: 79% favorable
Grades 5-6: Screener 2: 76% favorable; Screener 3: 75% favorable
iReady: Diagnostic 1: 23% on or above grade level, 41% one grade level below, 36% two grade levels or below; Diagnostic 2: 38% on or above grade level, 38% one grade level below, 25% two grade levels or below.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our most current data from 2022-23 reports 100% for all areas (Elementary, Secondary Math, Secondary ELA, Secondary Science). This is a non-consequential year for misassignments due to the fact the CTC is working in conjunction with CDE to roll out the new electronic monitoring system, Cal SAAS. This work has also been delayed due to COVID-19. We will not have updated misassignment information for this year prior to the adoption of our SPSA.

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

All teachers are provided with access to ongoing training and support along with coaching on our district adopted materials. Monthly instructional coaching is also provided at K-8 to support math instruction. We also provide professional development and assistance to sites to support a clear Multi-Tiered System of Support focused on the academic, behavioral and social-emotional needs of their students.

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

Staff development is focused on the overall improvement of student performance through the use of improved use of high quality teaching techniques as well as a clearly develop site Multi-tiered System of Support.

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

Instructional assistance and support is provided for staff based on their need. Content experts are utilized to ensure teachers have high quality coaching and support. We work closely with our partners at the Sacramento County Office of Education to ensure support and mentoring for new staff.

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

Our instructional plan includes early-release Wednesdays to ensure we can provide teachers with time to collaborate with grade level peers at least 2x per month. Additional Professional Learning Communities (PLCs) take place as a whole staff and focuses on relevant data and quality instructional strategies.

Teaching and Learning

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

All of our curricular materials are Board approved and aligned to the common core standards. We implement a thorough review process before Board adoption that ensures our curricular resources are successful at supporting our students and staff and that they are well aligned to the standards to ensure focused support.

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

As a district we recommend that our staff spend no less than 90 minutes daily in reading/language arts and 90 minutes daily on their mathematics at our elementary and K-8 school sites. We adapt this at our middle school sites in alignment with their approved block master-schedules.

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

A lesson pacing schedule for ELA and Mathematics are provided districtwide K-8. School Site master schedules are reviewed to ensure access to aligned instruction is provided for students. Intervention is supported through the school site RTI or WIN (What I Need) programs which include regular assessments of student progress. Student groupings and content are aligned to ensure students receive the instruction needed to increase academic levels.

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

All students have access to standards-based instructional materials which are appropriate to meet their needs. We show successful access through the annual Williams Audit at the start of each school year.

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

N/A

Opportunity and Equal Educational Access

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

Intervention is supported through the school site RTI or WIN (What I Need) programs which include regular assessments of student progress. Student groupings and content are aligned to ensure students receive the instruction needed to increase academic levels.

Evidence-based educational practices to raise student achievement

District wide we have created structures to support school sites with the development of their MultiTiered Systems of Support. We provide access to MTSS coaching and resources to ensure students are provided evidence-based interventions along with aligned assessments to support the growth and development of all students. We support the implementation of Response to intervention strategies (RTI). Research has shown that RTI strategies address the needs of underperforming students.

Parental Engagement

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

The school uses parent newsletters, how-to resources sent out to all parents in English and Spanish, flyers, and Parent Portal. Bilingual (Spanish) use their skills to explain and improve access to district and community resources. Homeless families have a District assigned liaison who conducts home visits to ensure that families have food, shelter, bus transportation and instructional materials to be successful in school. Phone calls, Facebook, Parent Portal, and emails are all used to communicate to families so that equal access to school and district resources is occurring. District training from Family and Community Engagement are advertised and encouraged. Parent meetings to inform and partner around school-wide programs are offered in a virtual format.

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

The school uses parent meetings, parent newsletters, how-to resources sent out to involve parents, community members, classroom teachers, and other school staff to be involved in various committees or to attend school functions. The existing committees includes:

Instructional Leadership Team

School Safety Team

School Site Council

English Learner Advisory Committee

Regular staff meetings held twice monthly

Regular meeting with volunteers

Regular after-school meetings with community leaders and organizations (The Center, Boy Scouts, Girl Scouts)

Special Education Case Managers sharing meetings

Annual events such as Back to School, Open House, Family Nights, Monthly Assemblies,

Awards assemblies and use of Social Media to promote messages

Funding

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

Categorical funds enable the SPSA goals and actions that are focused in state indicators with an emphasis on unduplicated students.

Fiscal support (EPC)

Fiscal support for the school site includes the following: Site based funding, Title 1 Basic, Title 1 Parent Engagement, and Supplemental. Funds are implemented with a focus on increasing student achievement and engaging parents and families in meaningful partnerships to support with an emphasis on unduplicated students.

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

How, when, and with whom did the school consult as part of the planning process for this SPSA Evaluation and Analysis?

ILT Meeting Dates: 10/31/22, 2/6/23

Staff Meeting Dates: 1/18,23; 2/15/23,

ELAC Meeting Dates: 10/6/22, 3/23/23

SSC Meeting Dates: 9/23/22, 12/2/22, 1/20/23, 2/27/23, 3/6/23

Staff was involved in creating a priority list for the upcoming school year. A needs assessment/input from parents and the school community was also taken at ELAC and School Site Council meetings. This was vital in the creation of our SPSA. Top selections included: Intervention, incentives for students (individual and group) to increase behavior, academics and attendance at school wide events, as well as adding assemblies.

Additional conversations were held with the different stakeholder group (Instructional Leadership Team, ELAC, SSC) about academics, school climate/culture and school goals.

How did these consultations impact the SPSA for the upcoming year?

The Frontier School parents, teachers, and school community have analyzed the performance of all student groups and have considered the effectiveness of our instructional program. Conclusions from these discussions were to continue small group intervention support from the SST and intervention teachers and continue to allocate funds for technology, instructional materials and supplies, student incentives and parent events to increase parent involvement. Added for the 2022-23 school year is additional hours for noon duty staff to be trained in and implement PBIS through the school year.

Resource Inequities

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

Frontier Elementary qualifies for Additional Targeted Support and Improvement (ATSI) due to chronic absenteeism, suspension rates, and ELA and Math scores. The CA Dashboard indicates the following subgroups are most affected:

African American – very high for chronic absenteeism, very high for suspension

Students with Disabilities – very high for chronic absenteeism, very high for suspension, very low for ELA, very low for Math

Students identifying as two or more races – very high for chronic absenteeism, high for suspension

Homeless students - very high for chronic absenteeism, high for suspension

Additional supports will improve student success and performance. Stakeholders reviewed academic, discipline, and attendance data with School Site Council, English Learner Advisory Committee, Instructional Leadership Team, and staff. Specific actions and services are included in SPSA Goal 1: Increase Academic Achievement & Decrease Disproportionalities. Chronic absenteeism and suspension rates will be supported through other site funds.

Goal 1 Actions:

1.1 Part-time Intervention Teachers- Frontier will fund part-time intervention teachers (SST and retired or substitute teachers) to teach small student groups (including EL students) who are not meeting grade level standards in ELA or showing growth on ELPAC.

Additional funds will be utilized to support all subgroups in decreasing suspension, increasing attendance,

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	1.24%	1.28%	4	5	5
African American	12.6%	10.45%	9.97%	54	42	39
Asian	2.8%	3.98%	6.39%	12	16	25
Filipino	0.9%	1.24%	1.79%	4	5	7
Hispanic/Latino	41.1%	43.53%	43.48%	176	175	170
Pacific Islander	0.5%	1.49%	1.53%	2	6	6
White	30.1%	23.88%	21.23%	129	96	83
Multiple/No Response	7.9%	10.70%	9.21%	34	43	36
Total Enrollment				428	402	391

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	44	44	51
Grade 1	58	51	53
Grade 2	52	60	54
Grade 3	61	50	54
Grade 4	78	58	56
Grade 5	82	67	60
Grade 6	53	72	63
Total Enrollment	428	402	391

Conclusions based on this data:

1. Enrollment continues to decrease. This year we lost two teachers and have eleven students less than last year. Not reflected in the numbers is an increase in TK enrollment since we added a TK-SDC class with an enrollment of 12 students.
2. The decline in enrollment is a districtwide and statewide trend.

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	65	70	71	15.2%	17.4%	18.2%
Fluent English Proficient (FEP)	40	34	31	9.3%	8.5%	7.9%
Reclassified Fluent English Proficient (RFEP)	4			6.2%		

Conclusions based on this data:

1. Our English Learner enrollment increased 3% over the past 3 years.
2. Our English Learner students who have been certificated as Fluent English Proficient has decreased about 1.5% over the past three years.

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	60	53		0	53		0	53		0.0	100.0	
Grade 4	71	56		0	56		0	56		0.0	100.0	
Grade 5	82	65		0	62		0	62		0.0	95.4	
Grade 6	53	73		0	72		0	72		0.0	98.6	
All Grades	266	247		0	243		0	243		0.0	98.4	

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		2419.			24.53			20.75			24.53			30.19	
Grade 4		2443.			19.64			19.64			19.64			41.07	
Grade 5		2481.			19.35			19.35			25.81			35.48	
Grade 6		2515.			13.89			25.00			40.28			20.83	
All Grades	N/A	N/A	N/A		18.93			21.40			28.40			31.28	

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		20.75			56.60			22.64	
Grade 4		17.86			57.14			25.00	
Grade 5		11.29			77.42			11.29	
Grade 6		16.67			58.33			25.00	
All Grades		16.46			62.55			20.99	

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		20.75			43.40			35.85	
Grade 4		10.71			50.00			39.29	
Grade 5		16.13			48.39			35.48	
Grade 6		8.33			56.94			34.72	
All Grades		13.58			50.21			36.21	

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		15.09			75.47			9.43	
Grade 4		25.00			57.14			17.86	
Grade 5		6.45			75.81			17.74	
Grade 6		26.39			62.50			11.11	
All Grades		18.52			67.49			13.99	

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		15.09			60.38			24.53	
Grade 4		14.29			66.07			19.64	
Grade 5		19.35			61.29			19.35	
Grade 6		16.67			68.06			15.28	
All Grades		16.46			64.20			19.34	

Conclusions based on this data:

1. There is only one set of data from the 2021-2022 school year. The data shows that 98% of students participated in taking the CAASPP English Language Arts test.
2. When looking at overall ELA achievement for all grades tested, 40.33% of students met or exceeded standards, 28.4% of students nearly met standards, and 31.28% of students did not meet standards.
3. Of the categories shown, students scored best on listening (18.52% above standards, and 13.99% did not meet standards), and writing was the most difficult (13.58% students met standard and 36.21% did not meet standards).

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	60	53		0	53		0	52		0.0	100.0	
Grade 4	71	56		0	55		0	55		0.0	98.2	
Grade 5	82	65		0	62		0	62		0.0	95.4	
Grade 6	53	73		0	72		0	72		0.0	98.6	
All Grades	266	247		0	242		0	241		0.0	98.0	

* 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		2416.			11.54			44.23			11.54			32.69	
Grade 4		2451.			14.55			23.64			32.73			29.09	
Grade 5		2470.			9.68			12.90			32.26			45.16	
Grade 6		2515.			16.67			19.44			36.11			27.78	
All Grades	N/A	N/A	N/A		13.28			24.07			29.05			33.61	

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		26.92			40.38			32.69	
Grade 4		21.82			43.64			34.55	
Grade 5		8.06			50.00			41.94	
Grade 6		20.83			52.78			26.39	
All Grades		19.09			47.30			33.61	

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		23.08			36.54			40.38	
Grade 4		20.00			34.55			45.45	
Grade 5		11.29			62.90			25.81	
Grade 6		6.94			58.33			34.72	
All Grades		14.52			49.38			36.10	

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		19.23			63.46			17.31	
Grade 4		14.55			60.00			25.45	
Grade 5		4.84			59.68			35.48	
Grade 6		9.72			65.28			25.00	
All Grades		11.62			62.24			26.14	

Conclusions based on this data:

1. There is only one set of data from the 2021-2022 school year. The data shows 98% of students participated in taking the CAASPP Math test.
2. When looking at the overall Math achievement data for all grades tested, 37.35% of students met or exceeded standards, 29.05% of students nearly met standards, and 33.61% of students scored below standards).
3. Of the categories shown, students scored best on Concepts and Procedures (19.09% above standards, 33.61% of students were below standards), and Communicating Reasoning was the most difficult (11.62% students met standards, and 26.14% of students scored below standards).

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	20-21	21-22	20-21	21-22	20-21	21-22
Grade K		1416.7		1423.4		1401.0	0	11
Grade 1	*	*	*	*	*	*	*	8
Grade 2		1440.0		1438.9		1440.6	0	22
Grade 3		*		*		*	0	7
Grade 4		*		*		*	0	9
Grade 5		*		*		*	0	6
Grade 6	*	*	*	*	*	*	*	10
All Grades							4	73

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K		18.18		9.09		63.64		9.09		11
1	*	*	*	*	*	*	*	*	*	*
2		4.55		27.27		27.27		40.91		22
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	8.22	*	27.40	*	34.25	*	30.14	*	73

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K		18.18		9.09		45.45		27.27		11
1	*	*	*	*	*	*	*	*	*	*
2		4.55		31.82		22.73		40.91		22
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.07	*	30.14	*	26.03	*	28.77	*	73

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K		18.18		9.09		45.45		27.27		11
1	*	*	*	*	*	*	*	*	*	*
2		4.55		31.82		22.73		40.91		22
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.07	*	30.14	*	26.03	*	28.77	*	73

K		9.09		18.18		54.55		18.18		11
1	*	*	*	*	*	*	*	*	*	*
2		4.55		18.18		40.91		36.36		22
6	*	*	*	*	*	*	*	*	*	*
All Grades	*	5.48	*	17.81	*	42.47	*	34.25	*	73

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	20-21	21-22	20-21	21-22	20-21	21-22	
K		27.27		54.55		18.18			11
1	*	*	*	*	*	*	*	*	*
2		13.64		54.55		31.82			22
6	*	*	*	*	*	*	*	*	*
All Grades	*	26.03	*	53.42	*	20.55	*		73

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	20-21	21-22	20-21	21-22	20-21	21-22	
K		0.00		90.91		9.09			11
1	*	*	*	*	*	*	*	*	*
2		4.55		54.55		40.91			22
6	*	*	*	*	*	*	*	*	*
All Grades	*	12.33	*	60.27	*	27.40	*		73

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	20-21	21-22	20-21	21-22	20-21	21-22	
K		9.09		81.82		9.09			11
1	*	*	*	*	*	*	*	*	*
2		4.55		54.55		40.91			22
6	*	*	*	*	*	*	*	*	*
All Grades	*	6.85	*	53.42	*	39.73	*		73

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	20-21	21-22	20-21	21-22	20-21	21-22
K		45.45		36.36		18.18		11
1	*	*	*	*	*	*	*	*
2		13.64		54.55		31.82		22
6	*	*	*	*	*	*	*	*
All Grades	*	13.70	*	57.53	*	28.77	*	73

Conclusions based on this data:

1. Due to limited data with one year of information, it is difficult to draw significant conclusions or provide an analysis.

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
402	81.8	17.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Frontier Elementary.	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	70	17.4
Foster Youth		
Homeless	32	8.0
Socioeconomically Disadvantaged	329	81.8
Students with Disabilities	42	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	10.4
American Indian	5	1.2
Asian	16	4.0
Filipino	5	1.2
Hispanic	175	43.5
Two or More Races	43	10.7
Pacific Islander	6	1.5
White	96	23.9

Conclusions based on this data:

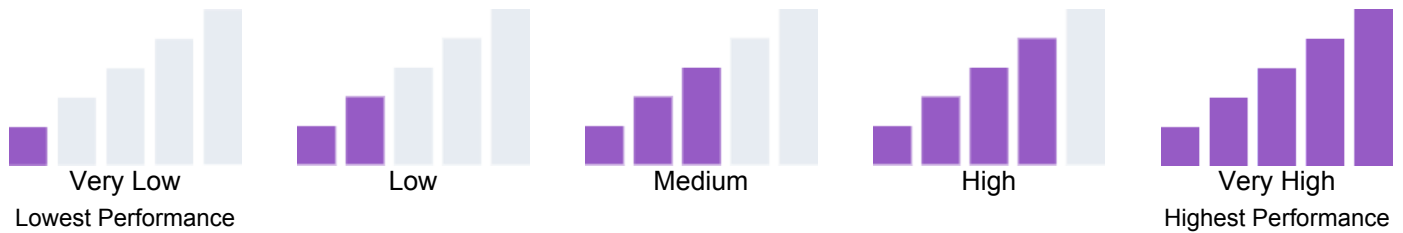
1. 81% of Frontier students are Socioeconomically Disadvantaged and 17% are English Language learners.
2. The two largest student groups based on enrollment by Race/Ethnicity is our Hispanic (175 students) and White (96 students). These two groups account for 66% of the population at Frontier.
3. 10% of Frontier Elementary are students with disabilities.

School and Student Performance Data

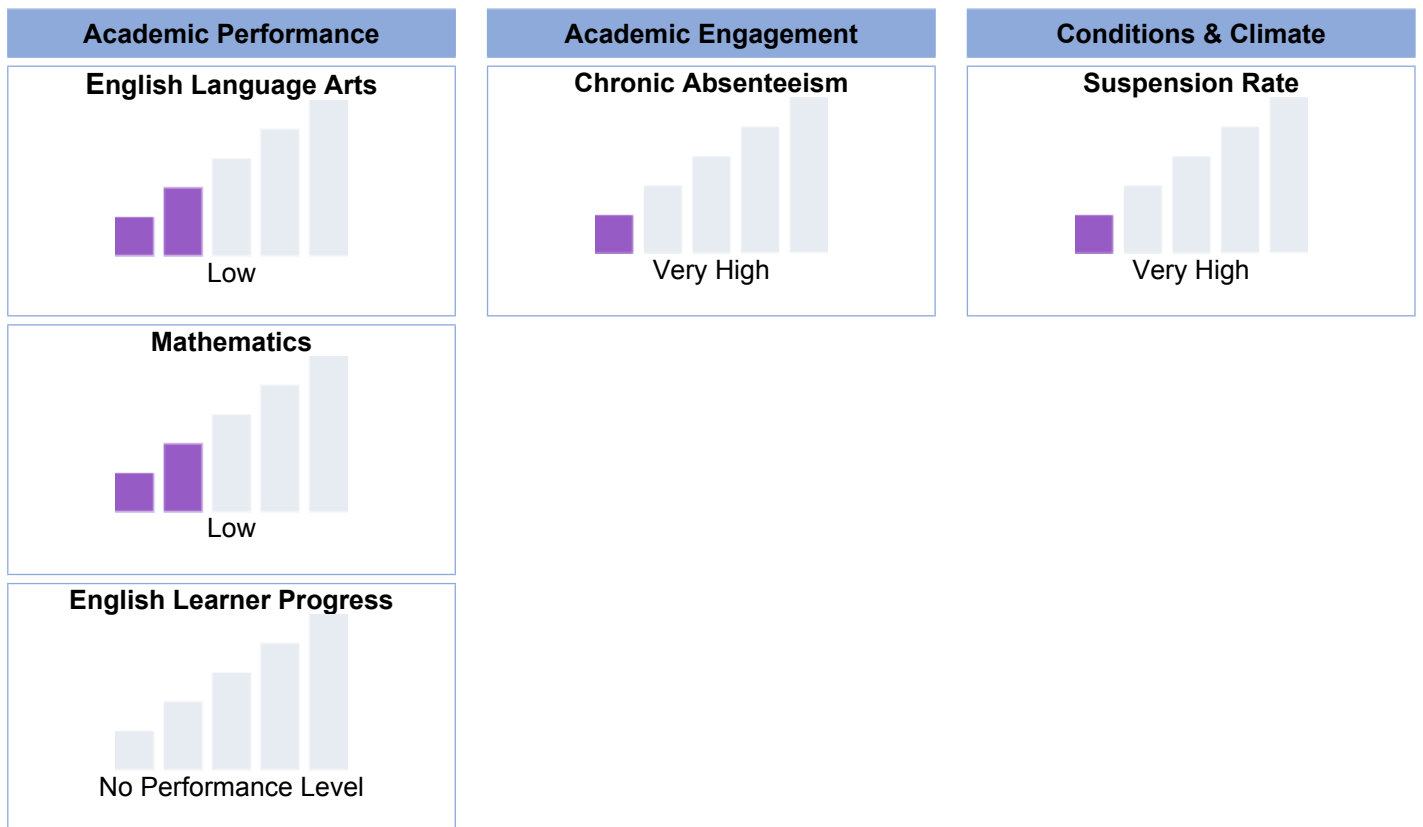
Overall Performance

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



Conclusions based on this data:

1. In ELA, we are 15.6 points below standard. Our status is low with four groups identified as low (English Learner, Hispanic, Socioeconomically Disadvantaged, white) and one group identified as very low (Students with Disabilities).

2. In Math we are 36.1 points below standard. Our status is also low with one group of students identified medium (white), three identified as low (English Learner, Hispanic, Socioeconomically Disadvantaged) and one group identified as very low (Students with Disabilities)
3. Frontier's suspension rate is very high with 8.4% suspended at least one day. Student groups identified as very high include African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White) and high (two or more races).

School and Student Performance Data

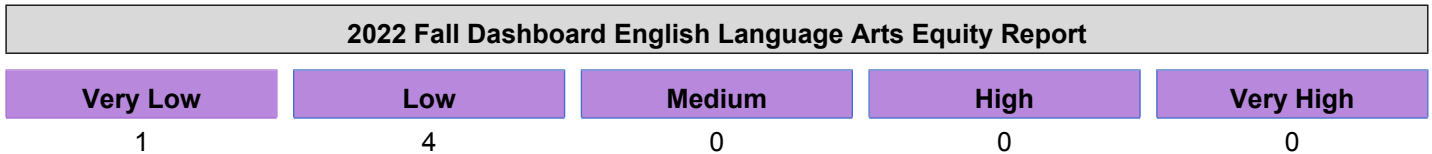
Academic Performance English Language Arts

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](#).

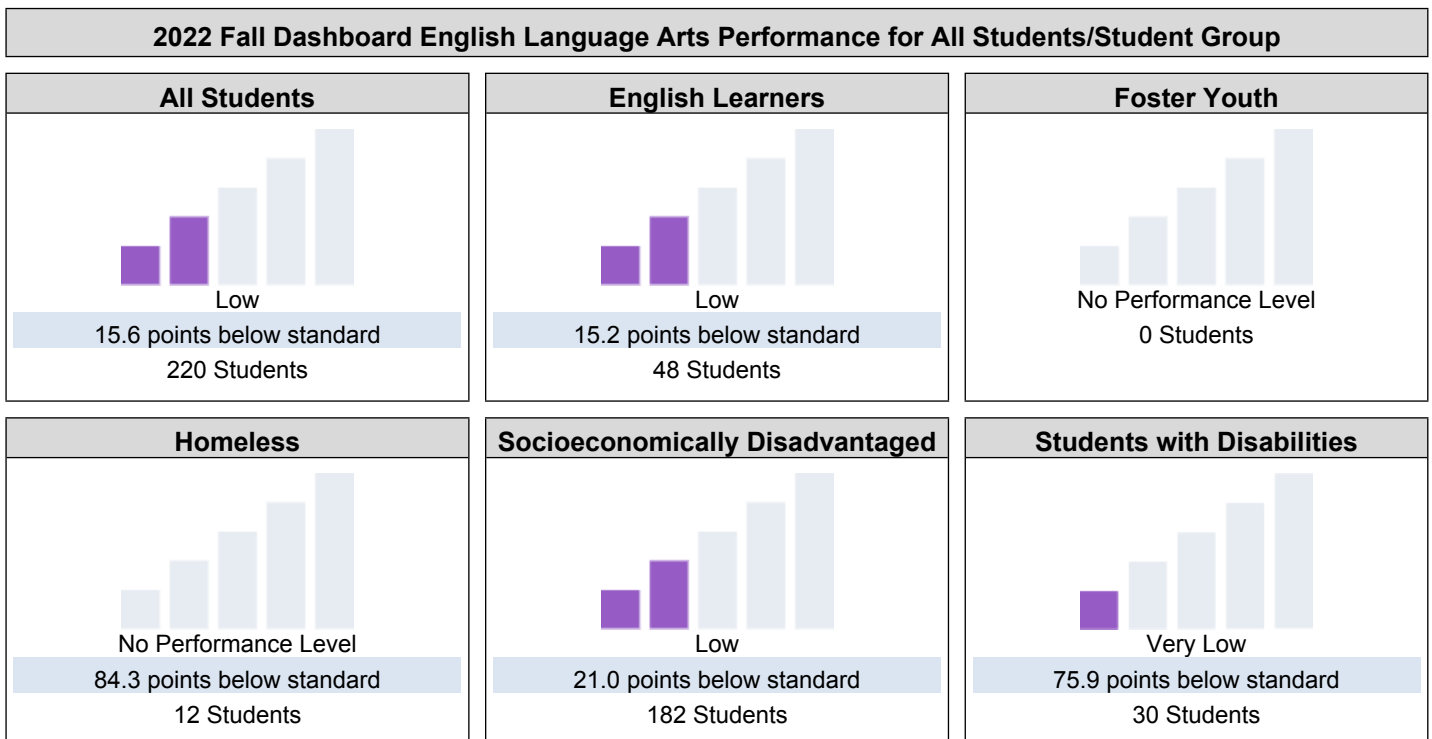
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



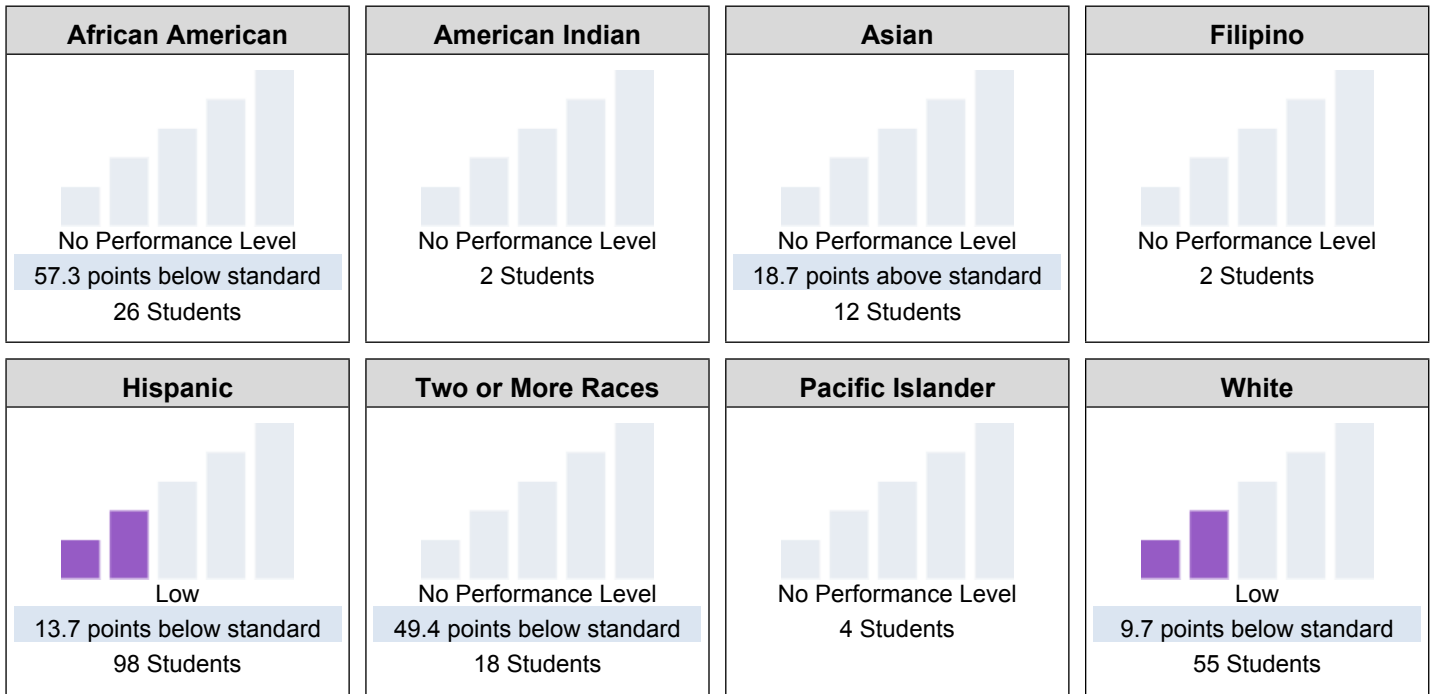
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
<p>51.8 points below standard</p> <p>28 Students</p>	<p>36.1 points above standard</p> <p>20 Students</p>	<p>21.4 points below standard</p> <p>161 Students</p>

Conclusions based on this data:

1. African American students and Students who are identified two or more races scored the lowest on the performance level. African American students scored 57.3 points below standard and students identified two or more races scored 49.4 points below standard. The total number makes up 44 students.
2. Students with disabilities scored 76 points below standard and homeless students scored 84 points below standard. Together, there are 42 students who identify as homeless and/or as a student with a disability.
3. Socioeconomically disadvantaged student scored 21 points below standard and English learners scored 15 points below standard.

School and Student Performance Data

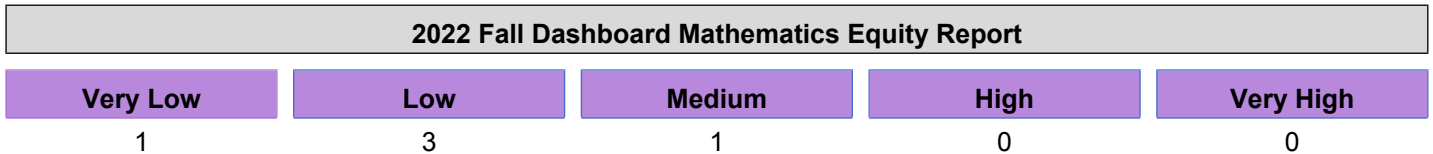
Academic Performance Mathematics

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](#).

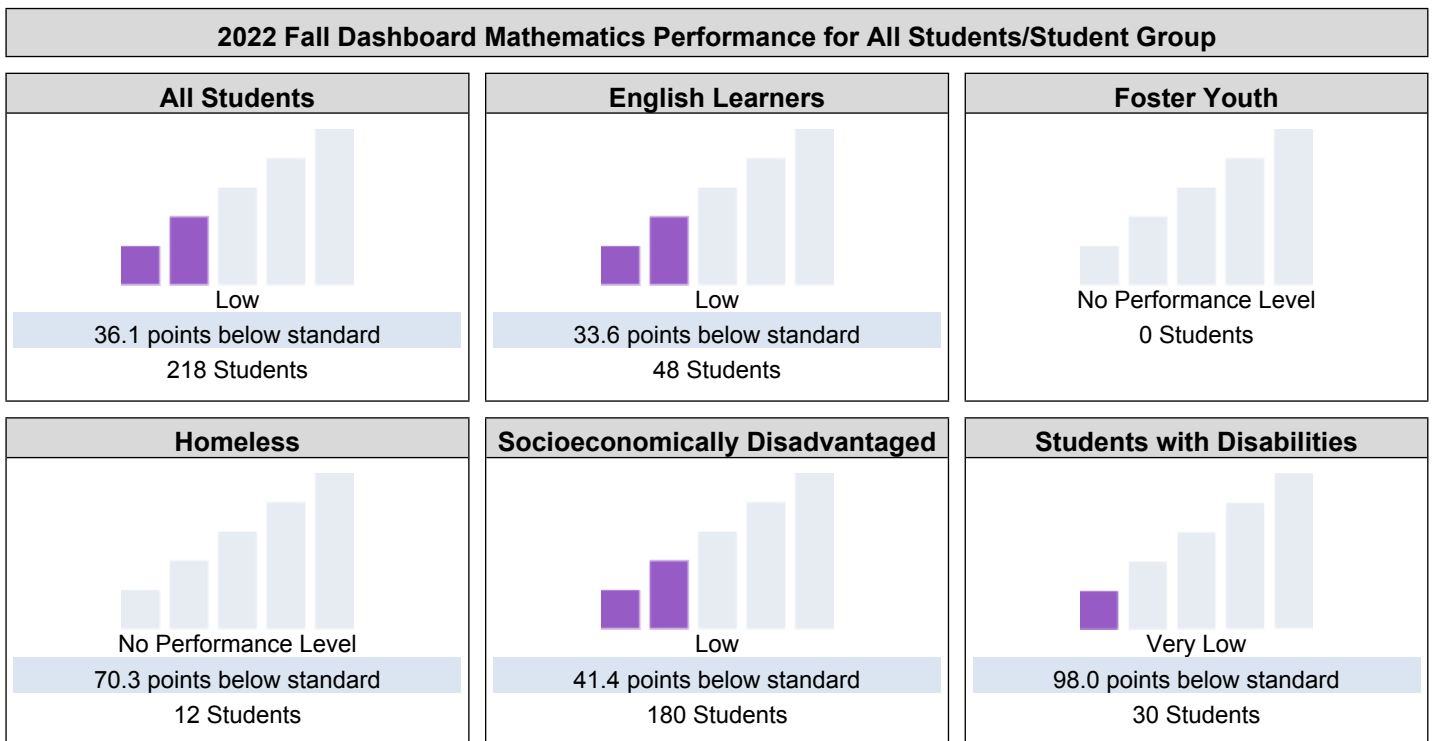
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



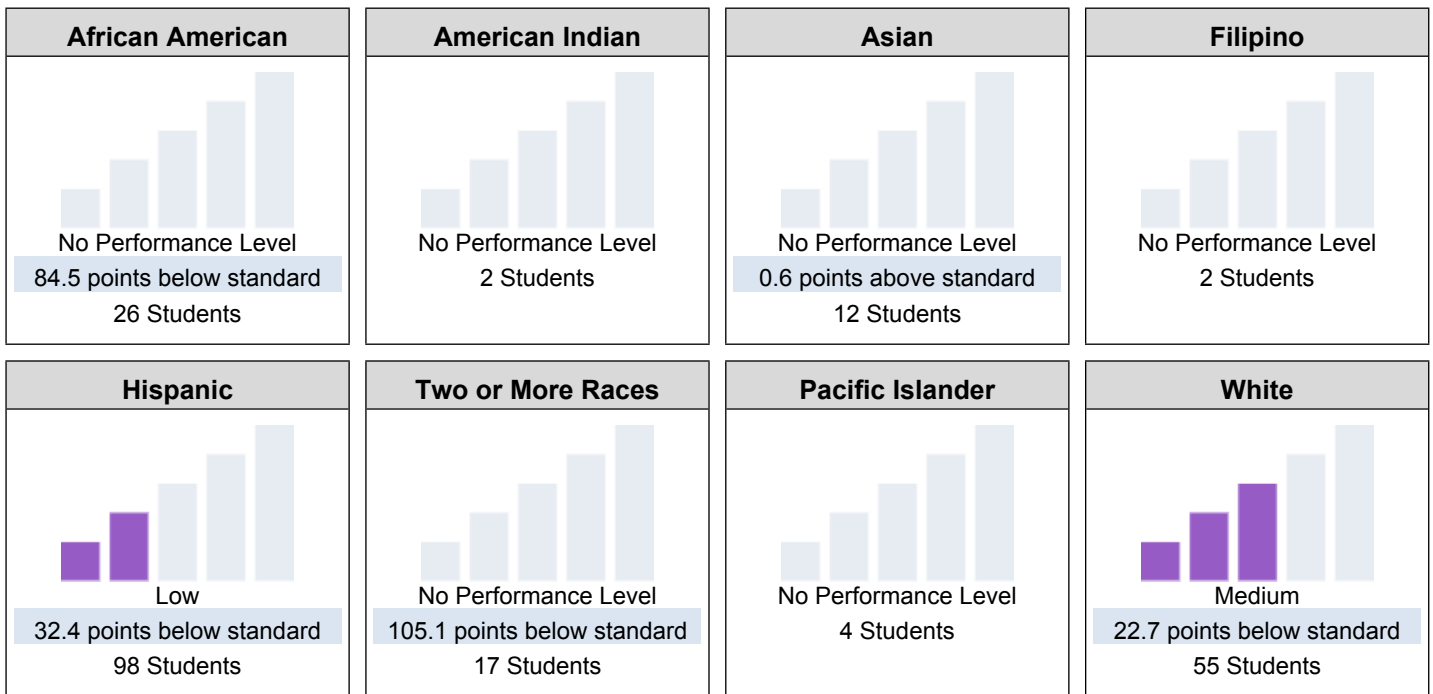
This section provides number of student groups in each level.



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 by Race/Ethnicity



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
71.6 points below standard 28 Students	19.6 points above standard 20 Students	39.4 points below standard 159 Students

Conclusions based on this data:

1. Frontier scored 36 points below standard.
2. The data shows students with disabilities scored 98 points below standard and English Learner students scored 33 points below standard. It also shows African American students scored 84.5 points below standard and students identified as two or more race with 105 points below standard.
3. When comparing our current EL students (28 students) with our RFEP students (20 students) our EL students scored 71.6 points below standard while our RFEP students scored 19.6 points above standard.

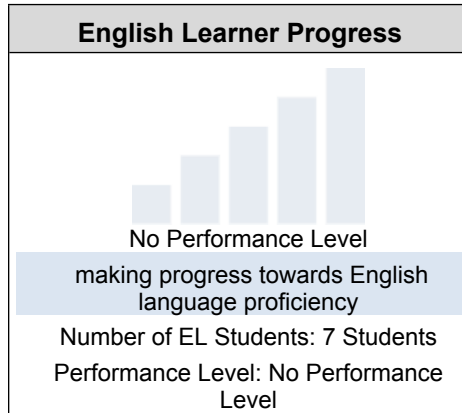
School and Student Performance Data

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



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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Currently, there is no data to analyze.

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

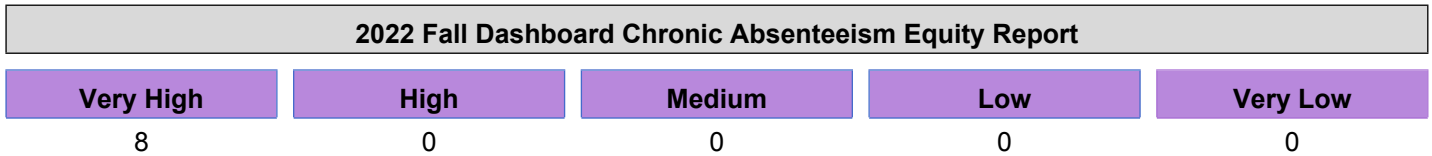
Academic Engagement Chronic Absenteeism

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](#).

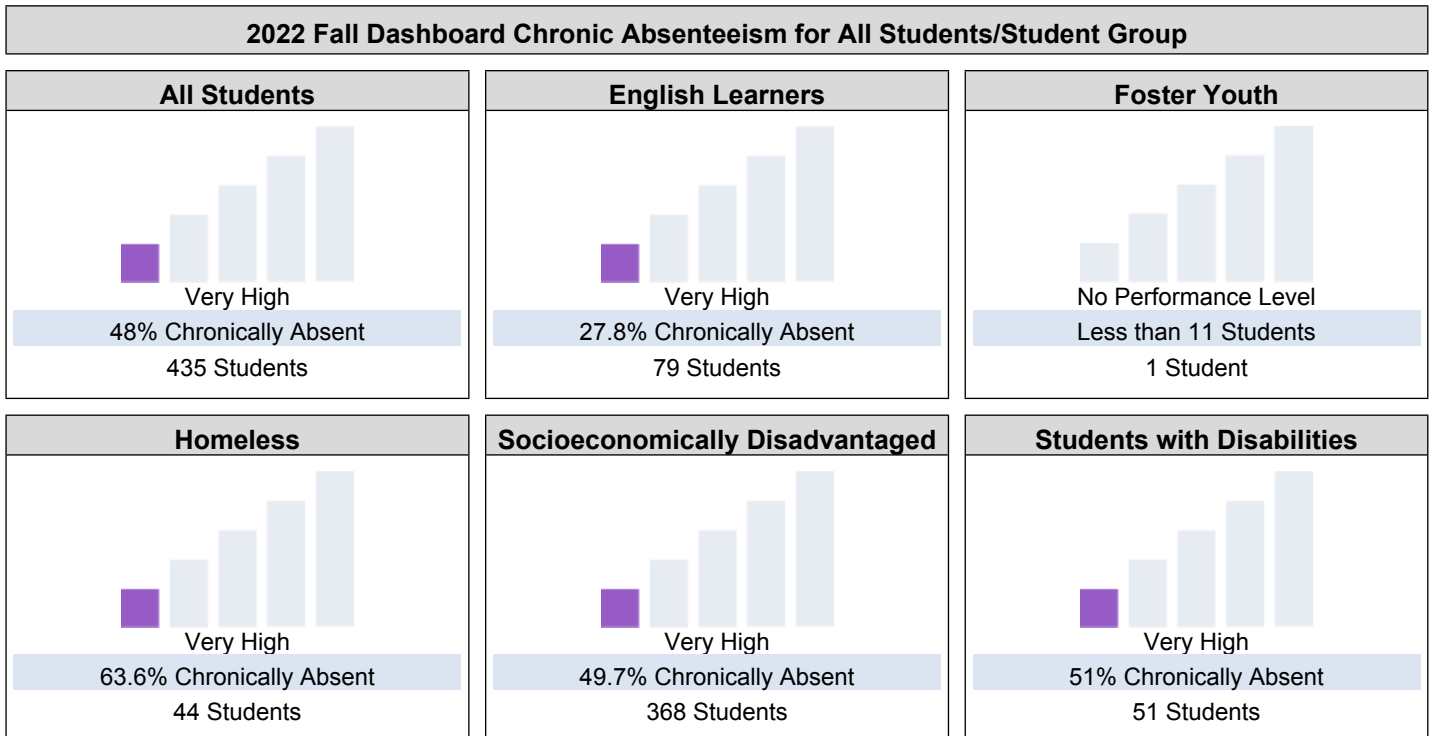
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



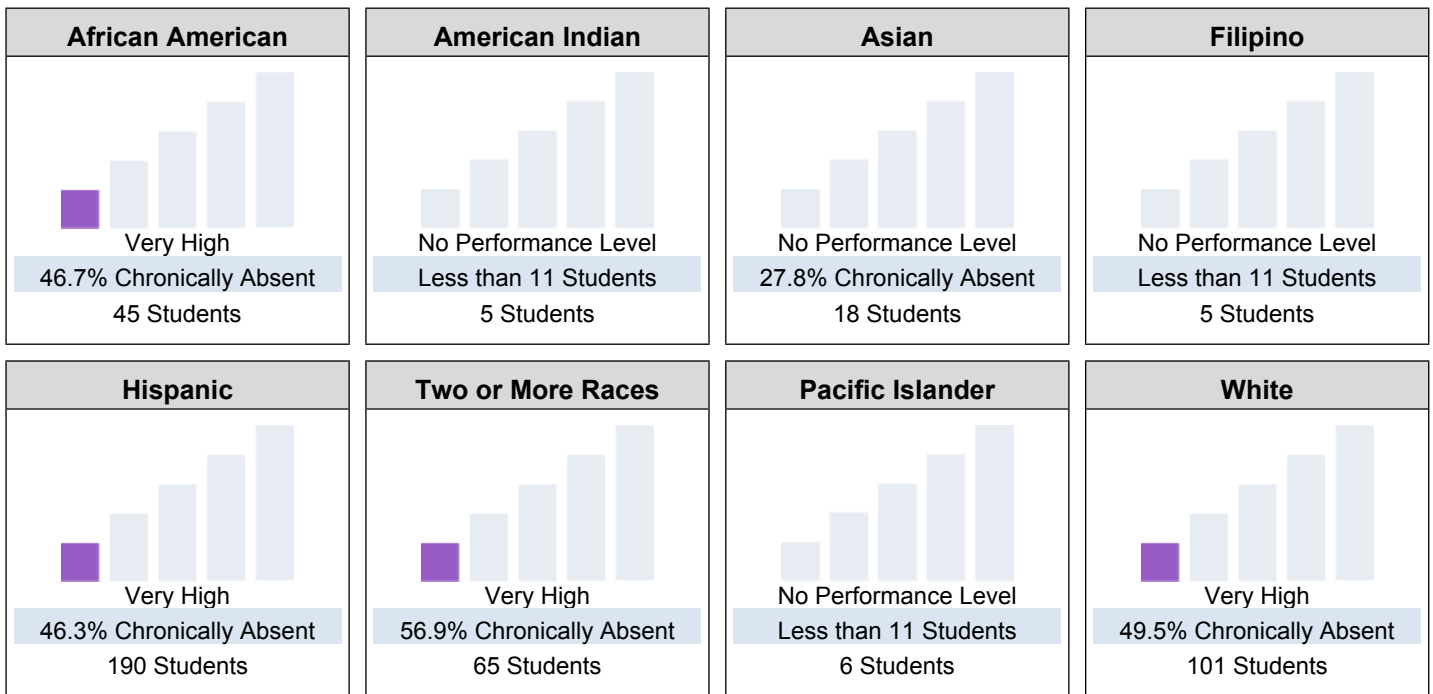
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

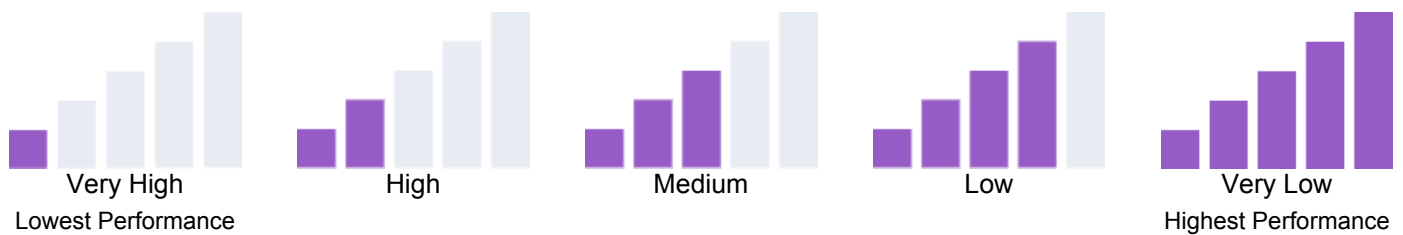
1. Overall student chronic absenteeism is very high with 48%.
2. Homeless students and students with disabilities contributed greatly to this. Homeless students are 63 are chronically absent and students with disabilities are 51% are chronically absent.
3. When comparing chronic absenteeism by race/ethnicity, students who identify as two or more races has the highest rate of absences with 56.9%. White students are next with 49.5%, then African American students with 46.7% and Hispanic with 46.3%.

School and Student Performance Data

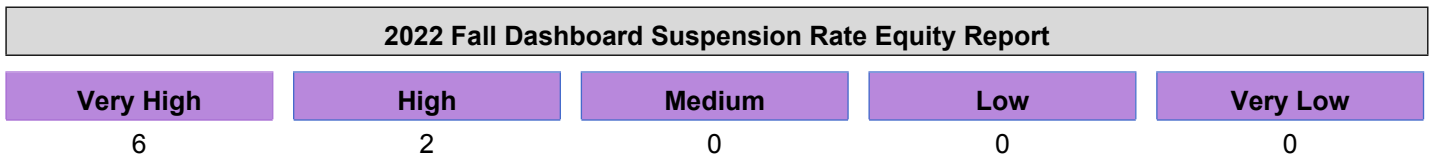
Conditions & Climate Suspension Rate

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](#).

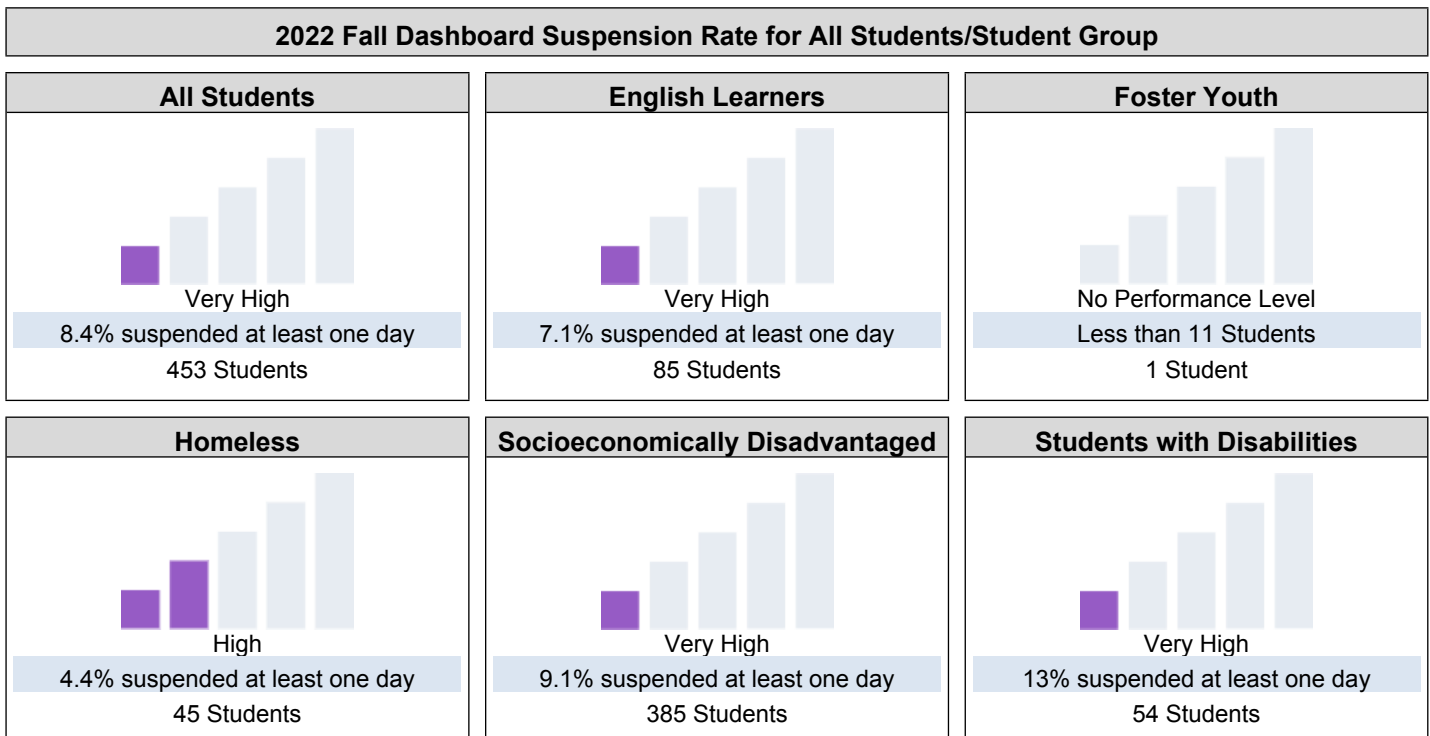
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



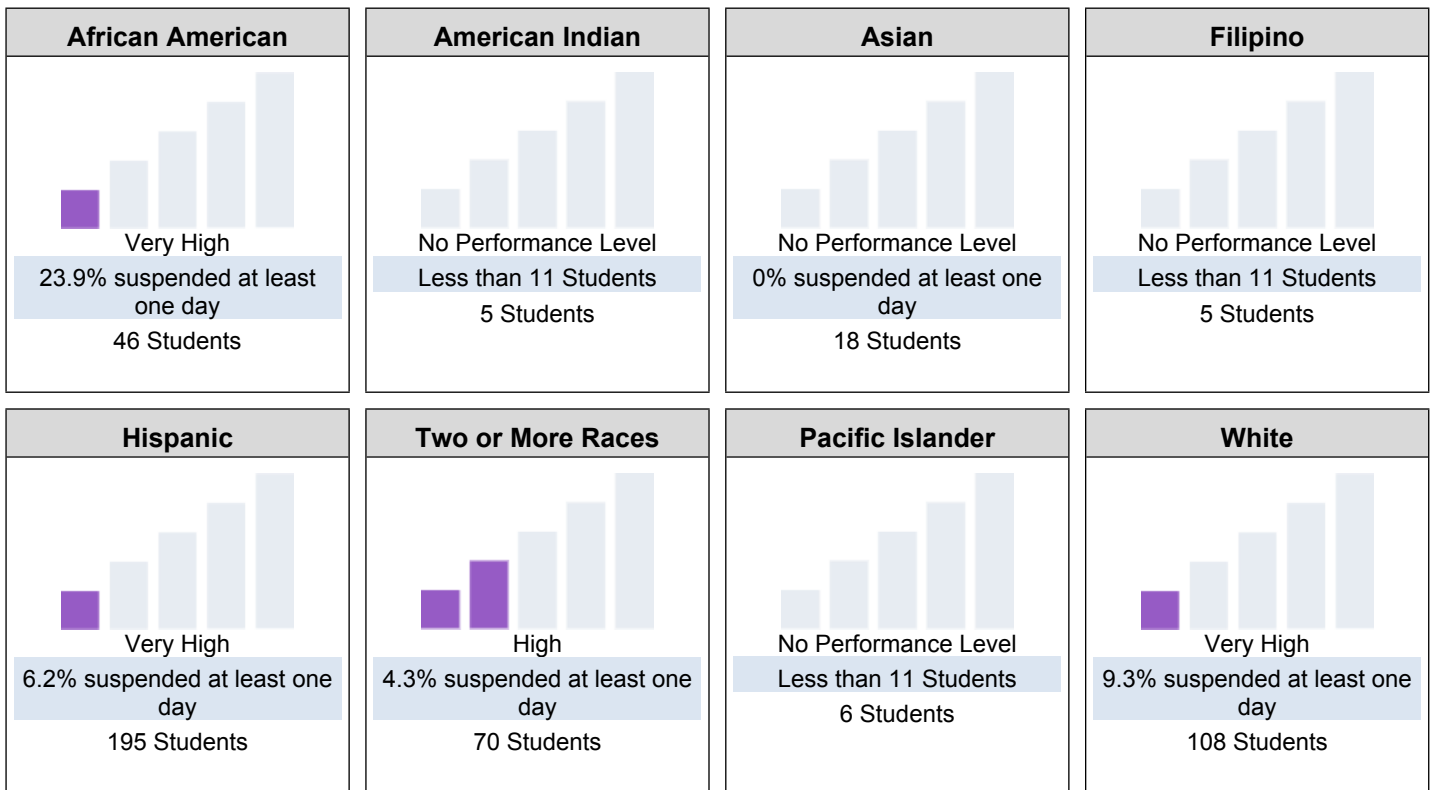
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Data shows when looking at all Frontier Students suspensions 8.4% of students were suspended at least one day
2. Students with disabilities were suspended the most with 13%, next were students identified as socioeconomically disadvantaged with 9% then English learners at 7%.
3. Down to subgroups, African American students were suspended the most with 23.9% of students suspended at least one day.

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 Academic Achievement and Decrease Disproportionalities

LEA/LCAP Goal

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Goal 1

Improve Academic Performance by 10% in Math to 61% and 10% in ELA to 60% on our Local Assessments for Trimester 2 in the 2023-2024 school year.

Identified Need

According to California School Dashboard, which utilized the 2022 CAASPP results: English Language Arts is ranked low, scoring 15.6 points below standard. Math is also low, scoring 36.1 points below standard.

No data was provided for our English Learner students for their growth on the ELPAC.

According to our Local Assessments for Trimester 2 of the 2022-23 school year: In ELA our results show students scoring an average of 50.95% passing on our district benchmark assessment and in math scoring an average of 51.43% passing on our district benchmark assessment.

Our goal is to increase in 10% in Math to 61.43% and 10% in ELA to 60.95% on our Local Assessments for Trimester 2 in the 2023-2024 school year.

Our goal is also to move ELA from the low indicator to medium in both ELA and Math on the California Dashboard indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In ELA, Frontier School's status level on the California dashboard will increase from orange (low) to yellow (medium)	22-23 Low 15.6 points below proficiency Low/Maintained	Medium: Increase to move to Medium status on the CA Dashboard.
In Math, Frontier School's status level on the California dashboard will increase from orange (low), to yellow (medium)	22-23 LOW 36.1 points below proficiency Medium/Maintained	Medium: Increase to move to Medium status on the CA Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In Math, Frontier School's average percent correct on Trimester 2 Math benchmark tests will increase by 10%.	50.95% average percent correct	60.95% average percent correct
In ELA, Frontier School's percent of student's proficient on ELA benchmark tests will increase by 10%.	51.41% percent correct	61.41% average percent correct
In English Learner Progress, Frontier School's English Learner Progress Indicator (ELPAC assessment) will increase the number of EL students making progress by 5% each year.	No data	50% of our English Learners will progress at Least one ELPAC Level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with added focus on Students with Disabilities, and English learners and students based on assessment data

Strategy/Activity

1.1 Part-time Intervention Teachers- Frontier will fund part-time intervention teachers (SST and retired or substitute teachers) to teach small student groups (including EL students) who are not meeting grade level standards in ELA or showing growth on ELPAC.

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)
67,694	Title I Basic 1000-1999: Certificated Personnel Salaries part-time intervention teachers and SST Teacher
23,340	Title I Basic 3000-3999: Employee Benefits part-time intervention teachers and SST Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Instructional Materials and supplies for differentiated learning to meet the needs of our low performing students as well as our English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

266

Source(s)

Title I Basic
4000-4999: Materials and Supplies
Instructional Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The strategies and actions listed in the 2022-2023 SPSA were implemented. We hired one half time SST and two part-time intervention teachers. Together, teachers service students in 1st grade through 6th grade. In addition to the 137 students that were supported through the school year, teachers also helped test students for intervention placement (BAS and BPST).

Starfall licenses were also purchased for kindergarten student support.

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

We were able to follow the plan created. The ½ SST teacher started at the beginning of the school year when students started school. The two part-time SST teachers came and worked with students for 3 cycles. They also returned to help with placement tests.

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

For the year 2023-24 school year, the goal is to consistent with the use of the ½ SST teacher and two part-time intervention teachers who will pull students who are not meeting grade level ELA standards or showing growth on ELPAC for small group instruction.

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 2

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Improve Culture and Climate through Increased Student Engagement

LEA/LCAP Goal

Goal 3 - Improve Culture and Climate through Increased Student Engagement

Goal 3

Improve Culture and Climate through increased Student Engagement with PBIS as evidenced by a 1% decrease in suspension rate from 5.1% to 4.1%, 5% decrease in chronic absences from 26.57% to 21.57%, as well as a 1% increase in favorable data in Kelvin.

Identified Need

According to the California Dashboard, Frontier Elementary School's chronic absenteeism is very high. The suspension rate is also very high. California Dashboard 2022 data show 48% of students are chronically absent and 8.4% of students were suspended at least one day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	26.57% of students who are absent 5% or more of the instructional days they were enrolled during the 2022-2023 school year based on the District Dashboard Data.	26.57% Decrease by 5%
Behavior - suspensions	5.1% of students were suspended at least once during the 2022-2023 school year based on the District Dashboard Data.	4.1% Decrease by 1%
Behavior - Kelvin Data	Pulse #3 Data K-2: 75% favorable 3-4: 79% favorable 5-6: 75% favorable Family: 89% favorable Staff: 80% favorable	Pulse #3: K-2: 76% favorable 3-4: 80% favorable 5-6: 76% favorable Family: 90% favorable Staff: 81% favorable

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

3.1 Provide assemblies connected to arts/sciences/SEL to increase student interest in school and encourage their attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 Provide extra duty hours for noon duty staff to learn and implement PBIS School wide expectations and strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.3 Purchase materials/supplies to continue support PBIS positive incentives and celebrate students with excellent or improved school attendance. This includes but is not limited to items for the PBIS cart, assemblies that encourage positive interactions or SEL, funds for PBIS experiences, and funds for attendance incentives (gift cards, certificates, game raffles,) etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We were not able to hire a Social worker this year. Yard Duty staff came to work before the school year started and attended PBIS camp with our PBIS Tier 1 coordinator. The Yard Duty staff also attended and participated in teaching PBIS expectations in the different areas (cafeteria, bathroom, hallway, and playground) as well as learned/taught the playground expectations alongside teachers. Finally, they worked extra hours alongside teachers during morning or afternoon recess monitor students practicing playground expectations. Yard Duty staff also rotated through classrooms to learn and monitor students practice classroom expectations.

We did meet the goal of 1% less suspension rate. The current suspension rate is 5.12% compared to 6.8% last year. We also met the chronic absenteeism goal with a decrease of 21% from 47.5% to 26.57%. The goal was to decrease chronic absenteeism by 10%. We met our Kelvin goals as well. Last year's data shows:

Pulse #1: Frontier Elementary 80% favorable/District 77% favorable o Pulse #2: Frontier Elementary 84% favorable/District 77% favorable

Staff data:

o Pulse #1: Frontier Elementary 83% favorable/District 78% favorable o Pulse #2: Frontier Elementary 78% favorable/District 75% favorable

K-2 Students

o Pulse #1: Frontier Elementary 89% favorable/District 85% favorable o Pulse #2: Frontier Elementary 84% favorable/District 87% favorable

Grade 3-6 students

o Pulse #1: Frontier Elementary 83% favorable/District 81% favorable o Pulse #2: Frontier Elementary 79% favorable/District 78% favorable

This year's data shows

- Family data:

o Pulse #1: No data; Pulse #2: Frontier Elementary 88% favorable/District 84% favorable; Pulse #3: Frontier Elementary 89% favorable/District 83 favorable

- Staff data:

Pulse #1: Frontier Elementary 80% favorable/District 73% favorable; Pulse #2: Frontier Elementary 83% favorable/District 69% favorable; Pulse #3: Frontier Elementary 80% favorable/District 67% favorable

- K-2 Students

Pulse #1: No data; Pulse #2: Frontier Elementary 83% favorable/District 81% favorable; Pulse #3 Frontier Elementary 79% favorable/District 81% favorable

- Grade 3-4 students

Pulse #1: Frontier Elementary 72% favorable/District 69% favorable; Pulse #2: Frontier Elementary 88% favorable/District 81% favorable; Pulse #3: Frontier Elementary 79% favorable/District 79% favorable

- Grade 5-6 students

Pulse #1: No Data; Pulse #2: Frontier Elementary 76% favorable/District 71% favorable; Pulse #3: Frontier Elementary 75% favorable/District 68% favorable

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

We were not able to hire a social worker this year to support students. Other than that, we followed through with our plan.

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

Next year, we will continue to add additional support from our Noon Duty staff by providing additional hours to learn and implement PBIS. We found this helped in having a decrease of behavior problems on the playground and streamlined the understanding and accountability of PBIS expectations for adults and students alike and intend to continue this practice next year. In addition, we are going to add funds to increase our PBIS experiences and celebrate students who are following school rules, and coming to school.

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

Increased Parent Engagement

LEA/LCAP Goal

Goal 4 - Increase Parent Engagement

Goal 4

By June of 2023, the percentage of parents attending BTSN, Parent Teacher Conferences, Open House, SSC, ELAC and Parent Events will increase as evidenced by a 10% increase in attendance for Back to School Night to 68%, 5% increase attendance at Parent-Teacher Conferences to 96%, and 200 participants at the Parent evening events.

Identified Need

Based on conversations at the School Site Council meetings throughout the year, the committee discussed using funds to strengthen family engagement. The committee expressed they'd like to see the school bring back family events and incentivizing families to attend family events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents who attended Site events including BTSN, SSC, ELAC, Open House, PTA meetings and events.	2022-23 Data BTSN 58% Parent/Teacher Conferences 91% Open House: No data yet. Open House is on 5/18. ELAC- low attendance PTA SSC: 84% SAMI Circuit/Parent Event: 150 parents/students/family members	10% increase in attendance for BTSN to 68% 5% increase in attendance for Parent-Teacher Conferences 96% Open House: 50% ELAC – increase attendance to at least 5 parents a meeting SSC: 100% attendance SAMI Circuit/Parent Event Night: 200 parents/students/family members

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

4.1 Family Night Event (i.e. SAMI Circuit) to help maintain positive school climate, relationship between school/home that will be tied to social emotional learning/communication.

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)

2503

Source(s)

Title I Parent and Family Engagement
5000-5999: Operating Expenditures
Guest Speaker for family event

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Frontier invited SAMI back for SAMI circuit day and also held a SAMI circuit night for all families. Every class K-6 participated in the SAMI circuit assembly during the school day. Approximately 150 students/parents/family members participated in the SAMI circuit night event.

We met our goals of having at least a 10% increase of parents attending Back to School Night. Last year, 33% of parents attended Back to School Night. This year, 58% of parents attended.

Our data remains the same for parents who participate in Parent Teacher Conferences. Last year, 91% of parents attended Parent teacher conferences this year, we also had 91% of parents attend. The same is true for parent participation at our ELAC Meetings. Last year and this year we had low attendance overall.

Parent participation decreased in parents who attend SSC from 95% to 84%. One parent moved out of state during the year to care for her father. There was a two hour time difference and she had a hard time attending our meetings regularly.

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

SAMI Circuit costed more than we had for parent engagement funds; however, we were able to cover the cost using supplemental funds. SAMI circuit was a success. Included in the SAMI circuit program, we received the online classes and resources provided by SAMI. Teachers use these in the classroom.

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

According to the needs assessment, staff and families would like to bring back assemblies, and think a family board game night, crafts or science night may entice families to attend the evening event. Another idea as to have classes for Spanish speaking parents and provide child-care for these classes.

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 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$93,883.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,803.00

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 Basic	\$91,300.00
Title I Parent and Family Engagement	\$2,503.00

Subtotal of additional federal funds included for this school: \$93,803.00

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

Total of federal, state, and/or local funds for this school: \$93,803.00

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
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Expenditures by Funding Source

Funding Source	Amount
Title I Basic	91,300.00
Title I Parent and Family Engagement	2,503.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	67,694.00
3000-3999: Employee Benefits	23,340.00
4000-4999: Materials and Supplies	266.00
5000-5999: Operating Expenditures	2,503.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	67,694.00
3000-3999: Employee Benefits	Title I Basic	23,340.00
4000-4999: Materials and Supplies	Title I Basic	266.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	2,503.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,300.00

Goal 4

2,503.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mai Yang	Principal
Amanda Baning	Parent or Community Member
Lakeshia Montgomery	Parent or Community Member
Kathryn Hendricks	Parent or Community Member
Jenny Flynt	Parent or Community Member
Cori Gabbert	Classroom Teacher
Kellie Barnes	Classroom Teacher
Emily Negretot	Classroom Teacher
Hailey Gibbons	Parent or Community Member
Marci Porter	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

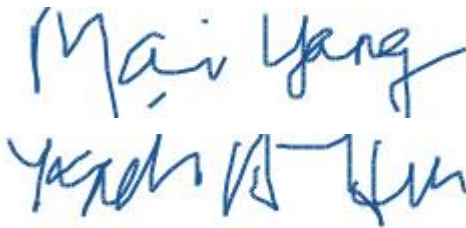
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 15, 2023.

Attested:



Principal, Mai Yang on May 22, 2023

SSC Chairperson, Kathryn Hendricks on 5/22/2023

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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