

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arthur S. Dudley Elementary School	34739736032908	9/7/22	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and to support an all-inclusive school culture. California Education Code 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConnApp and ESEA Program Improvement into the SPSA.

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).

Dudley Elementary School gathers feedback from several types of surveys. Parents complete a school-wide survey each year with questions related to our Title I program, school connectedness, and family engagement.

Also, parents, students, and staff complete a Safety Survey each year. This survey has questions related to feeling safe on campus, the condition of our campus, and school connectedness. The results of this survey provide help in updating the School Safety Plan. (During the Spring of 2022, the students completed a Panorama SEL Student Survey)

Every other year, our 5th-grade students complete the Panorama Survey. This survey covers a wide range of topics including, but not limited to, lifestyle habits, drug, alcohol, and tobacco use, and feeling safe at school.

Classroom Observations

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

Several forms of classroom observation take place on the Dudley campus. The principal conducts both formal and informal classroom observations, which provide the teacher with specific feedback. Teachers also have an opportunity for peer observations. These are scheduled throughout the year and allow each certificated teacher to spend half a day observing peers. Finally, the Superintendent and the district Curriculum Coordinator each visit campus once per month for informal observations of classrooms.

These different observations show that the district-adopted curricula are being utilized, and teachers are working hard to present a complete and thorough program meeting state standards. It should also be noted that observations show that teachers are attempting to implement strategies and techniques acquired through professional development.

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)

The Title 1 teachers and instructional aides, classroom teachers, academic coordinator, and admin team analyze students' CAASPP test scores, i-Ready Assessments, and local assessments to determine areas of achievement in need of support. Low-performing students are identified, placed in small groups, provided explicit direct instruction that targets areas of need, and continuously monitored. If students require more support, the MTSS team would review the student's needs and create a Student Success Plan; the team would develop accommodations or modifications to improve the student outcome. Locally we administer the district Oral Reading fluency at the K-6 grade levels. (In 2022, CJUSD used i-Ready in addition to California Assessment of Student Performance and Progress, CAASPP)

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

The staff at Dudley Elementary analyzes the California Assessment of Student Performance and Progress, i-Ready Assessments, California English Language Development Test, McGraw Hill Wonders and MyMath assessments, Star Phonics, and informal assessments to determine the effectiveness of instruction and make modifications to improve student achievement.

The Title 1 staff uses systematic instruction in Phoneme Awareness, Phonics, and Sight words (SIPPS) curriculum for students identified as a result of Universal Screener data and the Wonders Phonics Survey tool. We are also using Start Phonics. This curriculum determines the students' reading level and modifies instruction as the students progress through the program. For math, the Title 1 staff uses various math intervention strategies. This program assesses students before and after each objective is taught and determines future instruction based on the assessment results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Dudley Elementary certificated staff members have met the requirements for highly qualified staff.

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

All but one Dudley Elementary teacher is credentialed. The one teacher that does not have a preliminary or complete credential is an intern progressing to a credential. Access to AB 466 training is not applicable.

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

District-wide collaboration days, site collaboration days, and staff meetings focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP) and district assessments. All district-certificated staff analyzes their class' performance for each of the content standards in English Language Arts and Mathematics. Groups share instruction strategies to address the content standards in which students showed the least success.

The California Teacher Induction program is utilized for teachers new to the profession.

A district Curriculum Coordinator implements ongoing professional development activities in student achievement, instructional practices, and technology.

Dudley hired a full-time physical education teacher to teach physical movement and healthy living lessons. We also hired a technology teacher to build a tech mindset for our students.

Dudley's teaching staff is engaged in two professional developments. Both pieces of training take a deep dive into our adopted curriculum and are designed to implement the curriculum with fidelity.

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

The site administrator and a district Curriculum Coordinator implement ongoing professional development activities in student achievement, instructional practices and technology. The district Curriculum Coordinator works closely with newly hired teachers.

Dudley also has a school site intervention team that supports all staff but pays particular attention to teachers hired within the last two years. Along with individualized support, the site intervention team holds bi-weekly New Teacher Support Group meetings and attempt to address timely topics.

Dudley has teachers from various grade levels who are members of the CJUSD Elementary Math Cadre and Elementary ELA Cadre. These teachers are provided with additional professional development and serve as resources to their colleagues on campus.

The district Curriculum Coordinator also does regular classroom observations and assists tenured teachers as needed. The Teacher Induction Program is utilized for teachers new to the profession.

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

District-wide and site-based collaboration days focus on student achievement as measured by the California Assessment of Student Performance and Progress (CAASPP). Certificated staff analyzed their class performance for each of the content standards in English language arts and mathematics. Locally we administer the district Oral Reading fluency at the K-6 grade levels, and the results of these assessments are also reviewed. We also use Star Phonics 3rd-6th grade.

Groups share instruction strategies to address the content standards in which students showed the least success.

At Dudley Elementary, staff meetings are periodically designated for grade-level or cross-grade collaboration.

Teaching and Learning

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

Dudley Elementary students are provided with state-adopted curriculum which is aligned to content standards. Teachers collaborate with grade level peers to review the state content and standards and determine which lessons in the core curriculum align with these standards.

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

A reference chart that indicates the required instructional minutes for English/language arts and mathematics is available for the teaching staff. During classroom observations, lessons are examined to ensure that all instruction is standards-based.

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

Dudley has instituted an Intervention Block which is a grade-level rotation. During this time, English learners have a separate time to support language development and receive instruction using the designated English Instruction portion of the Wonders English/Language Arts curriculum.

Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. Non-English learners receive English/Language Arts instruction according to their greatest need. Topics include blending practice, fluency building, comprehension, grammar, and writing.

The Title 1 Learning Center provides intervention to Kindergarten through sixth grade students who have scored below grade level on one of the assessments listed: California Assessment of Student Performance and Progress (CAASPP), iReady assessment, and/or Star Phonics. Students are provided grade-level intervention in their reading level, further assessed with the reading diagnostic Phonics Survey to identify student needs/gaps in reading. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math.

A physical education teacher conducts structured physical education with classes each week.

Technology Class is also scheduled one to two times a week.

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

The state-adopted standards-based instructional materials are available for all Dudley Elementary students. English Language learners are provided with additional instruction using the designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic.

Dudley completed a Williams Act Review of both instructional materials and facilities and passed in both areas.

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

The state-adopted standards-based instructional materials are available for all Dudley Elementary students. Wonders is used for English/Language Arts and MyMath is used for mathematics. English learners are provided additional instruction using the designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards as well as for high-achieving students who need to be challenged. The intervention teachers use Wonders materials. Students practice reading fluency and comprehension using the Read Naturally program.

The Title 1 staff uses SIPPS materials to teach decoding and build reading fluency. Wonders, Harcourt Science, and Studies Weekly Social Studies curriculum is used to teach reading comprehension. MyMath curriculum is used for math intervention.

Opportunity and Equal Educational Access

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

The state-adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided with additional instruction using Designated English Instruction portion of the Wonders English/Language Arts curriculum. Students designated as Long-Term English Language Learners (LTELs) receive instruction using the Inside curriculum by National Geographic. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards. The Title 1 Learning Center provides intervention to kindergarten through sixth grade students who have scored Standard Not Met, and Standard Nearly Met on the California Assessment of Student Performance and Progress (CAASPP) or who tested Far Below Grade Level in reading on the iReady Assessment. Students who attend the learning center receive thirty minutes of small group instruction in reading and/or math.

Other services include resource pull-out, speech and pathology services, occupational therapy, Special Day Class, Title 1 push-in support, and counseling services.

Team Assist is a healthy play program that designs and supports students' play during recess. The program facilitates play and supports students' social and emotional needs via team sports, turn-taking, and check-in for students.

Evidence-based educational practices to raise student achievement

All curriculum and materials used at Dudley Elementary are standards-based and research-based.

Parental Engagement

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

Every September, each teacher meets with support staff and the principal to discuss every student's academic, social-emotional, and financial needs.

Dudley Elementary utilizes a 60-minute Intervention Block to provide academic support every school day. 30 minutes of the block are used for Intervention Rotation and other support opportunities as determined by the needs of the particular grade level. The other 30 minutes are used for Workshop which is small group instruction within each classroom. During Workshop, Title I Instructional Specialists push in to provide small group support. During the 2022-23 school year, this includes two intervention teachers and two new instructional aides.

Also, to assist under-achieving students, Dudley Elementary sets up individual Student Success Plans which detail areas of need, accommodation strategies, and SMART goals based upon the student's identified need. If the Student Success Plan is not achieving adequate success, a Student Success Team meeting is planned to determine a plan of action to increase the student's academic proficiency. Outcomes from these meetings may include, but are not limited to: Access referrals, referral to the school counselor, referral for Title 1 support, placement in an intervention class, referral to the nurse, occupational therapist screening, speech and language screening, academic and cognitive testing, etc. The Student Success Team may be comprised of an administrator, classroom teacher, resource teacher, counselor, English learner teacher, and psychologist.

A school breakfast and lunch program are available for all students.

Dudley and CJUSD are working with partnerships in the community for academic support and sports programs.

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)

Dudley Elementary has a School Site Council that meets at least three times per school year. Key stakeholders participate in program planning and evaluation as part of the School Site Council via newsletters, fliers, and auto-dialer messages.

Dudley Elementary's English Learner Advisory Committee is also presented with information regarding Dudley's Single Plan for Student Achievement and provides input regarding expenditures from categorical and general funds.

Dudley is rebuilding the PTA.

Funding

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

Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery monies are used to purchase copies used for homework and class assessments. Lottery money is also used to purchase classroom/school supplies for students and a school-wide subscription to Sumdog for mathematics skill support.

Title 1 funding targets students' academic needs and emotional well-being. The Learning Center staff consists of two certificated teachers (1.0 FTE each) and two classified Instructional Specialist (1.0 FTE each). The staff provides small group instruction to students performing significantly below grade level. To support emotional well-being and assist students who have difficulty transitioning to school, a 1.0 FTE mental health therapist has been hired.

We firmly believe that students who are connected and engaged with activities of high interest and motivation will be equally motivated and engaged in learning core subjects. To increase school connectedness, Title I funds are used to fund stipends and supplies for extra-curricular clubs. These clubs provide a valuable function of exposing students to activities such as art, animae, media production, computer/technology applications, and nutrition. Our vision is to expand these club offerings into the area of video production so that our students would have an introduction to skills that would be applicable to elective classes at Wilson C. Riles Middle School as well as Center High School.

Fiscal support (EPC)

Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery monies are used to purchase classroom supplies that students use directly, and academic planners for grades 4-6. The same fund is used to purchase copies through the district's copy center.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The review and update of the SPSA is completed with Dudley's Parent Teacher Organization and School Site Council at meetings held throughout the school year.

Resource Inequities

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

No inequities were identified.

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	0.5%	0.72%	1.16%	3	4	7
African American	19.1%	22.18%	20.63%	118	124	125
Asian	7.6%	8.05%	11.39%	47	45	69
Filipino	1.9%	1.43%	1.82%	12	8	11
Hispanic/Latino	31.8%	31.13%	30.36%	196	174	184
Pacific Islander	0.8%	1.07%	0.66%	5	6	4
White	34.4%	31.84%	31.02%	212	178	188
Multiple/No Response	3.9%	3.58%	2.97%	24	20	18
Total Enrollment				617	559	606

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	97	94	96
Grade 1	72	65	77
Grade 2	94	68	66
Grade 3	84	87	83
Grade 4	77	81	96
Grade 5	97	80	95
Grade 6	96	84	93
Total Enrollment	617	559	606

Conclusions based on this data:

1. Dudley Elementary School is very proud of our diverse population. This provides unique educational opportunities for all of our students.
2. Post-COVID, many families were trying to reestablish their living situation. We had many families that moved or doubled up in housing or moved away.
3. There was a small percentage of children that did not return to school. We have seen a significant increase in the 22-23 school year enrollment.

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	73	77	98	11.80%	13.8%	16.2%
Fluent English Proficient (FEP)	48	34	42	7.80%	6.1%	6.9%
Reclassified Fluent English Proficient (RFEP)	11			15.1%		

Conclusions based on this data:

1. Five years ago, Dudley Elementary School adopted an Intervention model that provides specific, designated support to EL students. This model effectively supports our ELs to become more proficient in English.

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	87	98		0	92		0	89		0.0	93.9	
Grade 4	76	88		0	83		0	83		0.0	94.3	
Grade 5	92	79		0	49		0	48		0.0	62.0	
Grade 6	94	89		0	83		0	82		0.0	93.3	
All Grades	349	354		0	307		0	302		0.0	86.7	

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		2344.			2.25			17.98			23.60			56.18	
Grade 4		2390.			7.23			13.25			20.48			59.04	
Grade 5		2416.			6.25			12.50			18.75			62.50	
Grade 6		2510.			13.41			24.39			36.59			25.61	
All Grades	N/A	N/A	N/A		7.28			17.55			25.50			49.67	

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		6.74			55.06			38.20	
Grade 4		7.23			51.81			40.96	
Grade 5		6.25			45.83			47.92	
Grade 6		14.81			64.20			20.99	
All Grades		8.97			55.15			35.88	

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		0.00			42.05			57.95	
Grade 4		2.41			38.55			59.04	
Grade 5		2.17			39.13			58.70	
Grade 6		13.92			51.90			34.18	
All Grades		4.73			43.24			52.03	

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		4.49			71.91			23.60	
Grade 4		4.82			65.06			30.12	
Grade 5		6.52			73.91			19.57	
Grade 6		7.50			73.75			18.75	
All Grades		5.70			70.81			23.49	

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		2.25			60.67			37.08	
Grade 4		3.61			66.27			30.12	
Grade 5		8.51			51.06			40.43	
Grade 6		17.07			63.41			19.51	
All Grades		7.64			61.46			30.90	

Conclusions based on this data:

1. 21-22 year had very fluid attendance due to COVID 19. We worked very hard to get all students tested, but due to students in and out with COVID, not all students completed the assessment.
2. 21-22 Dudley identified many students that did not get the core instruction needed in their foundational skills. We saw a significant impact to student learning outcomes from the absence of in-person instruction.
3. 21-22 We had additional staff to have a robust intervention program. Still, due to staff impacted by COVID, we could not run the program with fidelity because we commonly had to use intervention staff to substitute for absent staff.

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	87	100		0	96		0	96		0.0	96.0	
Grade 4	76	88		0	81		0	81		0.0	92.0	
Grade 5	92	82		0	64		0	62		0.0	78.0	
Grade 6	94	89		0	77		0	77		0.0	86.5	
All Grades	349	359		0	318		0	316		0.0	88.6	

* 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		2358.			2.08			14.58			23.96			59.38	
Grade 4		2394.			2.47			11.11			33.33			53.09	
Grade 5		2423.			1.61			6.45			30.65			61.29	
Grade 6		2476.			11.69			14.29			29.87			44.16	
All Grades	N/A	N/A	N/A		4.43			12.03			29.11			54.43	

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		2.13			41.49			56.38	
Grade 4		3.70			35.80			60.49	
Grade 5		1.61			29.03			69.35	
Grade 6		14.47			40.79			44.74	
All Grades		5.43			37.38			57.19	

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		3.16			41.05			55.79	
Grade 4		2.47			44.44			53.09	
Grade 5		1.61			46.77			51.61	
Grade 6		9.09			41.56			49.35	
All Grades		4.13			43.17			52.70	

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		5.26			43.16			51.58	
Grade 4		6.17			46.91			46.91	
Grade 5		0.00			56.45			43.55	
Grade 6		10.39			71.43			18.18	
All Grades		5.71			53.65			40.63	

Conclusions based on this data:

1. The 21-22 school year had very fluid attendance due to COVID-19. We worked hard to get all students tested, but due to students in and out with COVID, not all students completed the assessment.
2. In 21-22, Dudley identified many students who needed the core instruction for foundation skills. We saw a significant impact on student learning outcomes from the absence of in-person instruction.
3. 21-22 We had additional staff to have a robust intervention program. Still, due to staff impacted by COVID, we could not run the program with fidelity because we commonly had to use intervention staff to substitute for absent teachers.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1404.8		*	1415.6		*	1379.6		9	14	
1	1456.9	*		1466.9	*		1446.3	*		15	10	
2	1441.3	1400.9		1450.2	1409.3		1431.8	1392.0		13	17	
3	1490.5	1410.3		1503.6	1413.2		1476.9	1406.8		16	11	
4	1509.4	1491.5		1517.3	1499.9		1500.7	1482.4		11	14	
5	*	1545.5		*	1561.8		*	1528.7		10	11	
6	*	*		*	*		*	*		9	8	
All Grades										83	85	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14		*	50.00		*	21.43		*	21.43		*	14	
1	13.33	*		33.33	*		40.00	*		13.33	*		15	*	
2	7.69	5.88		30.77	29.41		23.08	29.41		38.46	35.29		13	17	
3	12.50	9.09		43.75	9.09		31.25	18.18		12.50	63.64		16	11	
4	9.09	28.57		36.36	28.57		54.55	28.57		0.00	14.29		11	14	
5	*	27.27		*	45.45		*	18.18		*	9.09		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	12.05	17.86		39.76	29.76		32.53	25.00		15.66	27.38		83	84	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	14.29		*	42.86		*	21.43		*	21.43		*	14	
1	20.00	*		40.00	*		40.00	*		0.00	*		15	*	
2	7.69	17.65		30.77	17.65		46.15	35.29		15.38	29.41		13	17	
3	31.25	9.09		50.00	27.27		18.75	18.18		0.00	45.45		16	11	
4	36.36	50.00		63.64	35.71		0.00	0.00		0.00	14.29		11	14	
5	*	54.55		*	36.36		*	9.09		*	0.00		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	25.30	30.95		46.99	29.76		24.10	20.24		3.61	19.05		83	84	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14		*	21.43		*	35.71		*	35.71		*	14	
1	13.33	*		20.00	*		46.67	*		20.00	*		15	*	
2	0.00	0.00		38.46	29.41		7.69	23.53		53.85	47.06		13	17	
3	6.25	0.00		12.50	9.09		50.00	27.27		31.25	63.64		16	11	
4	9.09	7.14		18.18	42.86		45.45	21.43		27.27	28.57		11	14	
5	*	18.18		*	9.09		*	63.64		*	9.09		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	8.43	10.71		22.89	22.62		39.76	28.57		28.92	38.10		83	84	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57		*	42.86		*	28.57		*	14	
1	26.67	*		66.67	*		6.67	*		15	*	
2	15.38	17.65		61.54	47.06		23.08	35.29		13	17	
3	25.00	18.18		68.75	27.27		6.25	54.55		16	11	
4	45.45	57.14		54.55	28.57		0.00	14.29		11	14	
5	*	27.27		*	63.64		*	9.09		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	25.30	29.76		67.47	46.43		7.23	23.81		83	84	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	14.29		*	57.14		*	28.57		*	14	
1	20.00	*		80.00	*		0.00	*		15	*	
2	7.69	5.88		76.92	64.71		15.38	29.41		13	17	
3	56.25	9.09		43.75	54.55		0.00	36.36		16	11	
4	54.55	50.00		45.45	35.71		0.00	14.29		11	14	
5	*	81.82		*	18.18		*	0.00		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	36.14	30.95		59.04	47.62		4.82	21.43		83	84	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14		*	64.29		*	28.57		*	14	
1	20.00	*		46.67	*		33.33	*		15	*	
2	15.38	0.00		30.77	52.94		53.85	47.06		13	17	
3	0.00	0.00		37.50	9.09		62.50	90.91		16	11	
4	9.09	7.14		36.36	57.14		54.55	35.71		11	14	
5	*	0.00		*	81.82		*	18.18		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	14.46	8.33		42.17	48.81		43.37	42.86		83	84	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57		*	28.57		*	42.86		*	14	
1	0.00	*		80.00	*		20.00	*		15	*	
2	0.00	5.88		53.85	47.06		46.15	47.06		13	17	
3	12.50	0.00		75.00	45.45		12.50	54.55		16	11	
4	0.00	21.43		72.73	64.29		27.27	14.29		11	14	
5	*	27.27		*	63.64		*	9.09		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	4.82	17.86		68.67	48.81		26.51	33.33		83	84	

Conclusions based on this data:

1. We saw a significant decrease in students performance. This mirrors our student outcomes for all students.
2. We identified that students did not perform as well as they did in the 18-19 school year and previous years due to the lack of in-person instruction.

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
559	76.6	13.8	0.5
Total Number of Students enrolled in Arthur S. Dudley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	13.8
Foster Youth	3	0.5
Homeless	49	8.8
Socioeconomically Disadvantaged	428	76.6
Students with Disabilities	73	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	124	22.2
American Indian	4	0.7
Asian	45	8.1
Filipino	8	1.4
Hispanic	174	31.1
Two or More Races	20	3.6
Pacific Islander	6	1.1
White	178	31.8

Conclusions based on this data:

1. Dudley's enrollment increased by approximately 55 students. Several students have enrolled in the 2nd and 3rd grades and have never been in school. Overall, 73.9% of students are socioeconomically disadvantaged.
2. We have a large population of refugees that have enrolled at Dudley in the last six months.
3. Dudley Elementary has a diverse population by ethnicity and based on the identified subgroups. We continue to look for ways to meet the needs of our learners through collaborative discussions with our stakeholders and professional development opportunities.

School and Student Performance Data

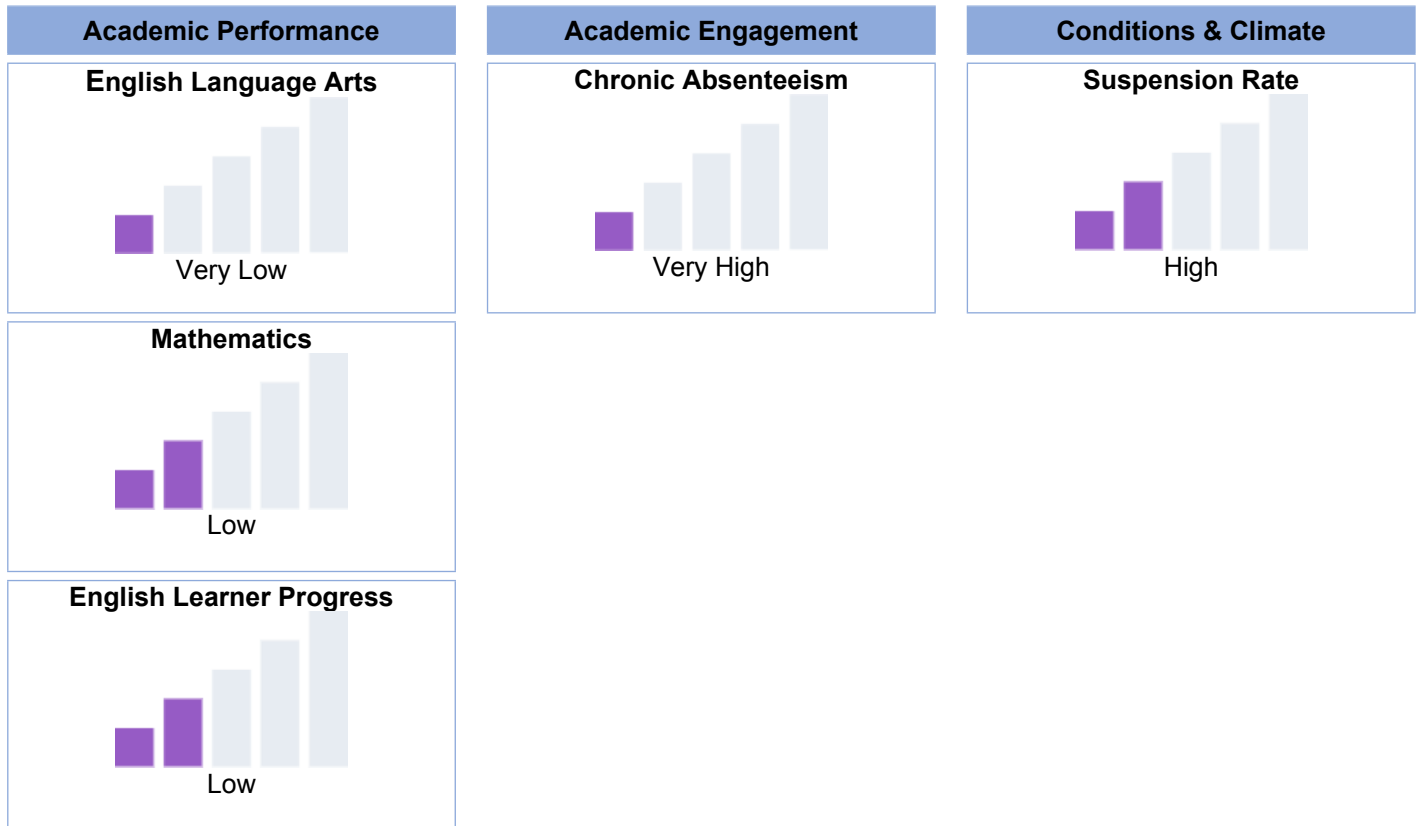
Overall Performance

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. The English Language Arts Overall Performance indicator is orange. We continue to look for ways to support our students more effectively.
2. The Mathematics Overall Performance indicator is orange. We continue to look for ways to support our students more effectively.

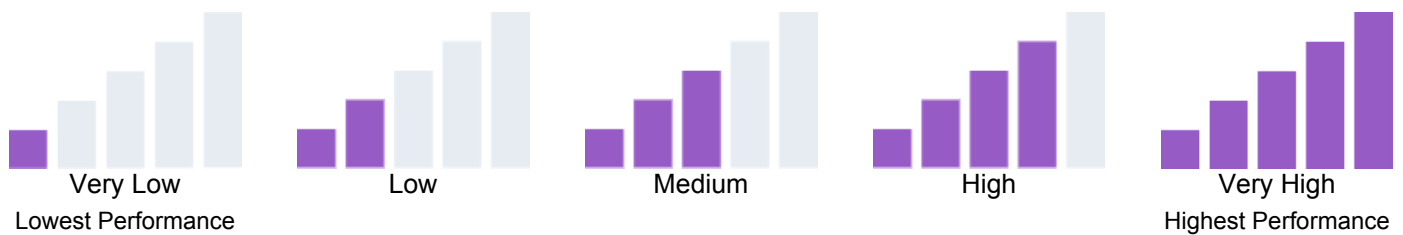
-
-
3. The Chronic Absenteeism indicator is orange. Our Academic Coordinator has created groups and goals to reduce barriers to get to school and increase students' instructional time.

School and Student Performance Data

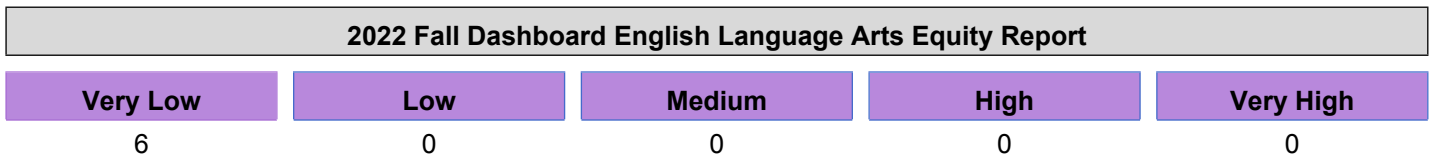
Academic Performance English Language Arts

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](#).

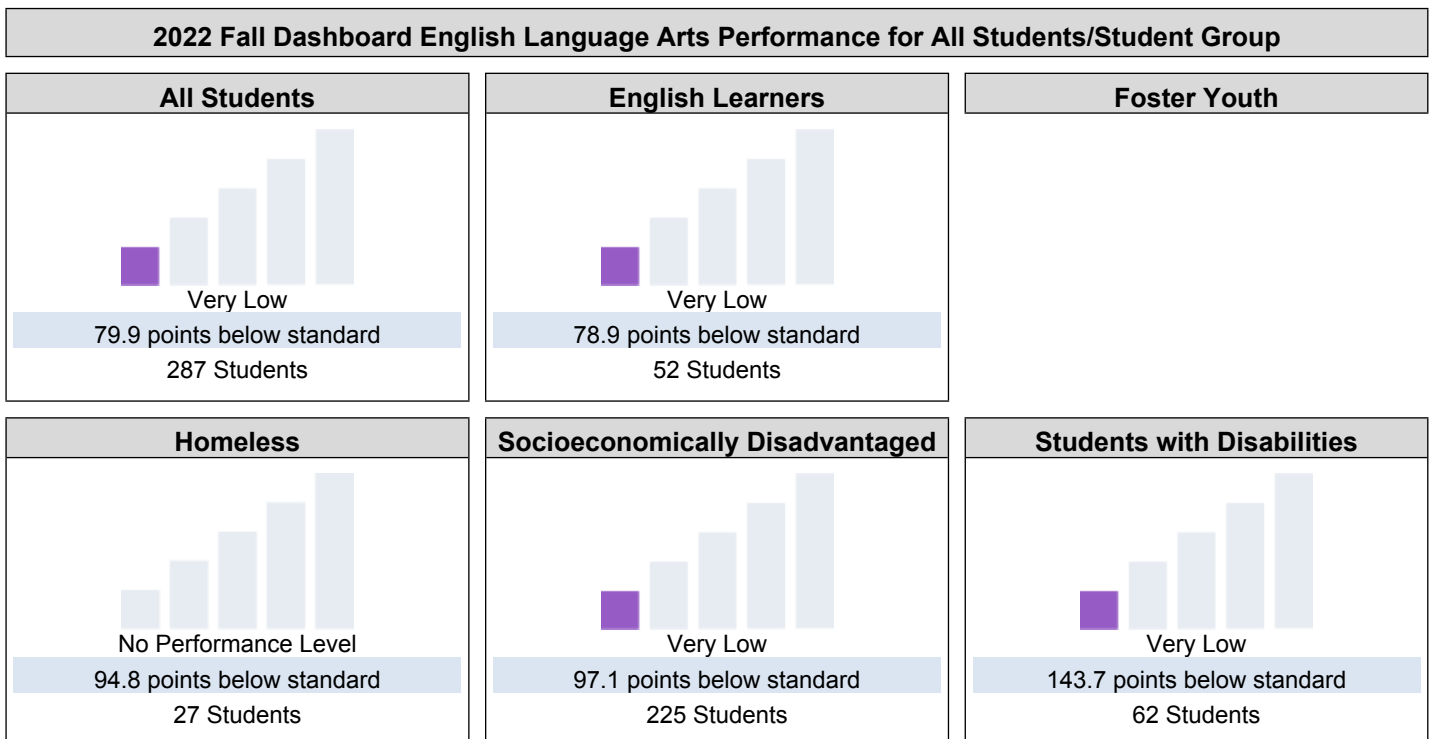
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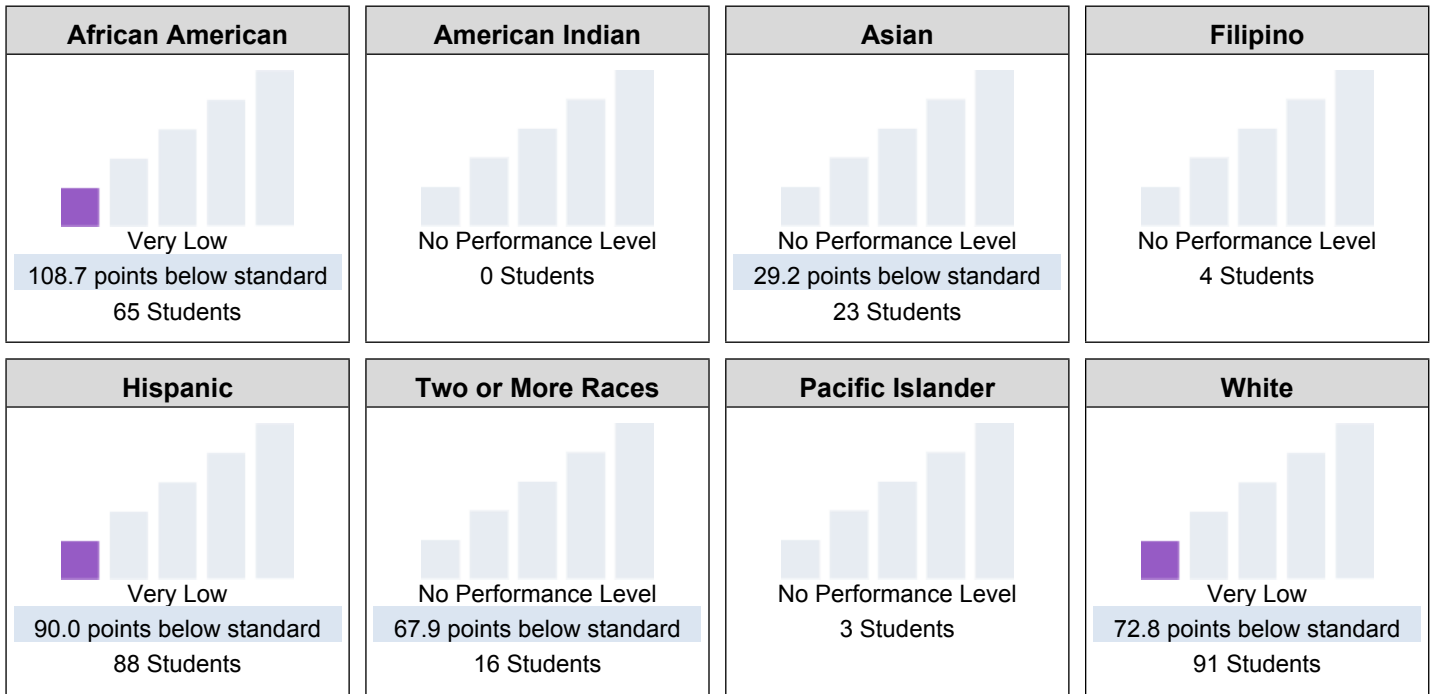
This section provides number of student groups in each level.



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
105.1 points below standard 31 Students	40.3 points below standard 21 Students	82.5 points below standard 232 Students

Conclusions based on this data:

1. The subgroups of "Homeless" and "Socio-Economically Disadvantaged" showed the most significant declines.
2. The African American group showed the greatest decline, while the Hispanic group showed the greatest increase.
3. The current English Learners showed an increase of 7.6 points.

School and Student Performance Data

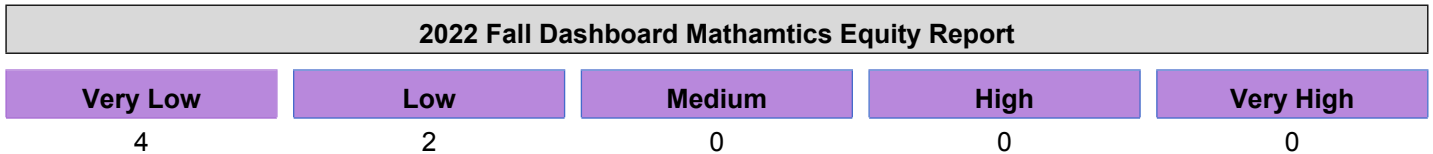
Academic Performance Mathematics

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](#).

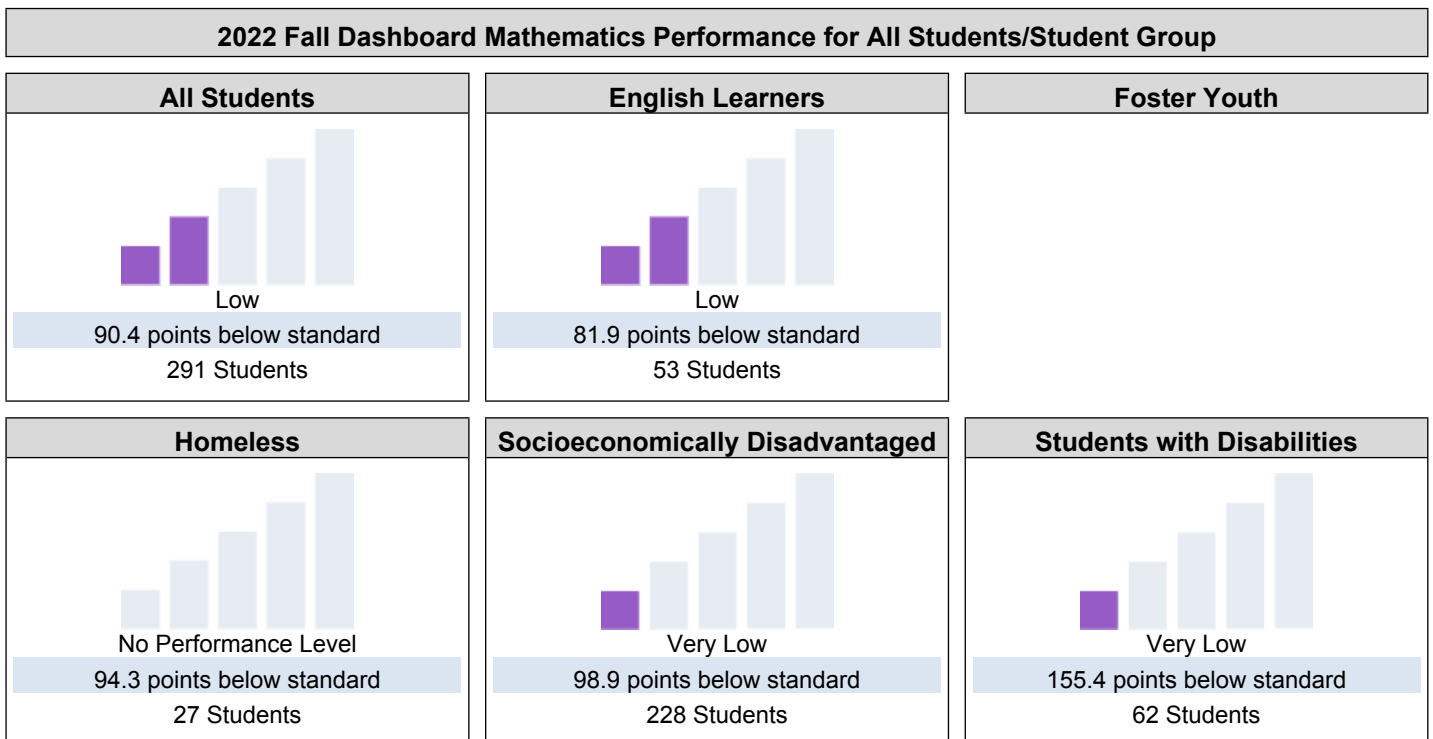
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



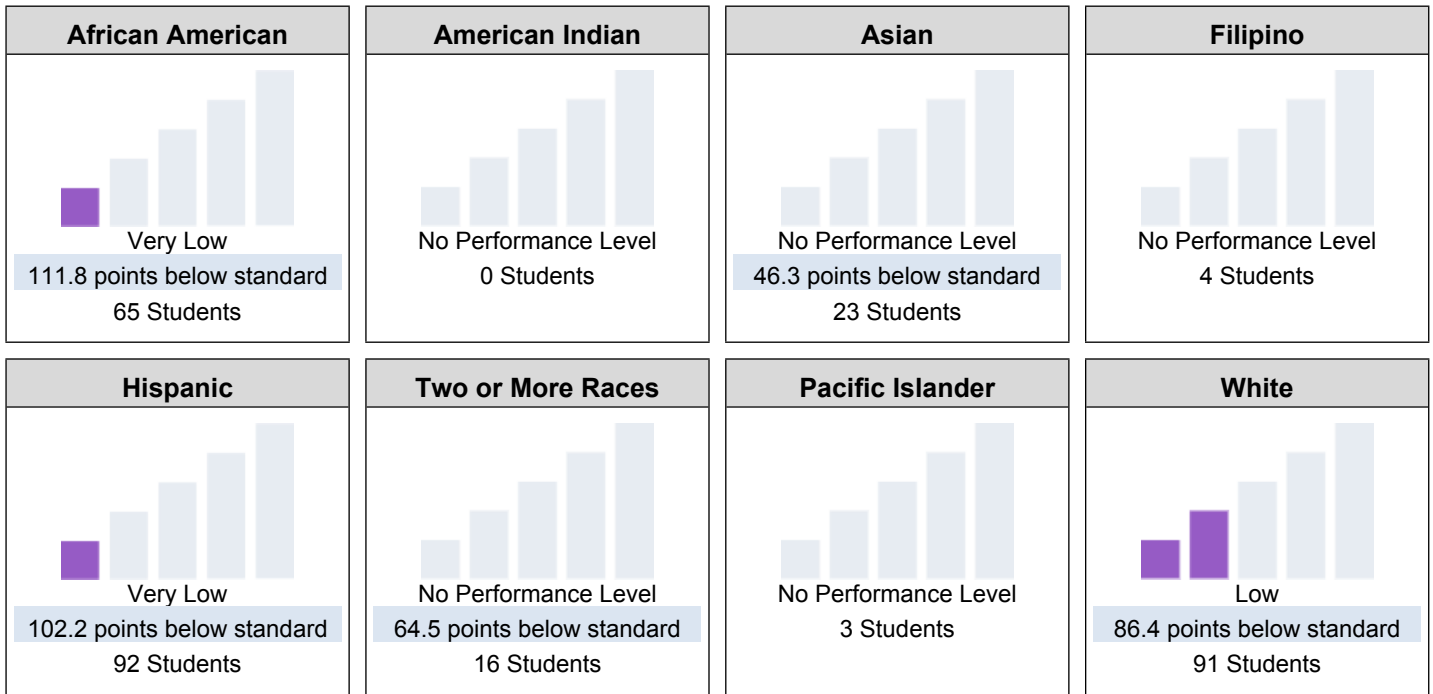
This section provides number of student groups in each level.



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
<p>122.2 points below standard 32 Students</p>	<p>30.9 points below standard 22 Students</p>	<p>94.4 points below standard 236 Students</p>

Conclusions based on this data:

1. Based on our data, we have hired additional staff to create more small groups to support increased learning outcomes.
2. Last year our primary focus was reading skills due to the impact on multiple subjects that the lack of reading skills can impact.
3. This year our intervention team is creating groups to support students' skills in math due to the data on learning outcomes. Last year our language learners did not participate in the intervention program because that was their language development time. This year all students are in our intervention time to support their skills in ELA and math.

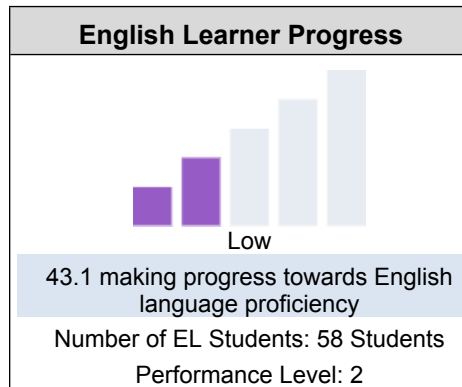
School and Student Performance Data

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
19.0%	37.9%	1.7%	41.4%

Conclusions based on this data:

1. The ratio of students in each category seems appropriate.
2. Students designated "Well Developed" are candidates for re-classification.

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:

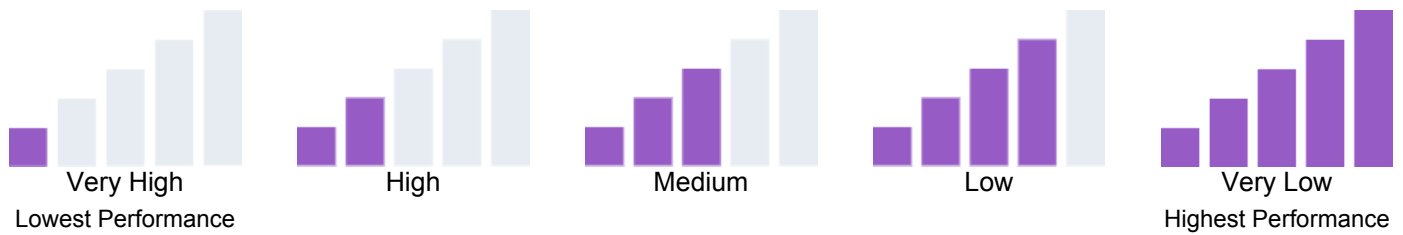
1. N/A

School and Student Performance Data

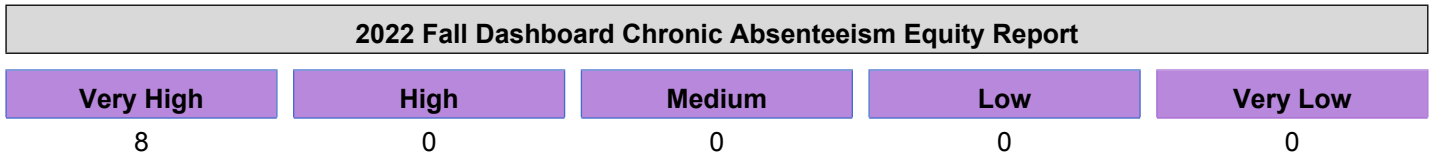
Academic Engagement Chronic Absenteeism

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](#).

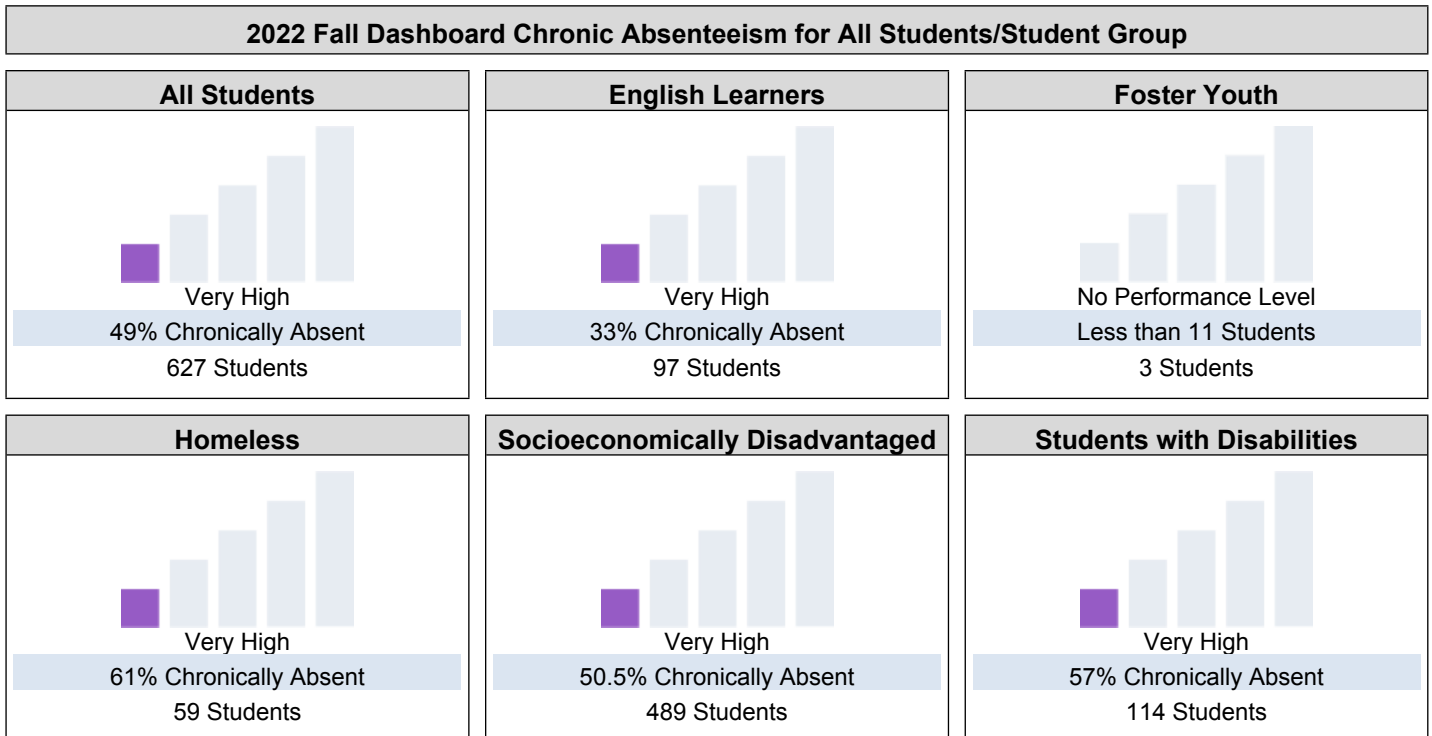
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



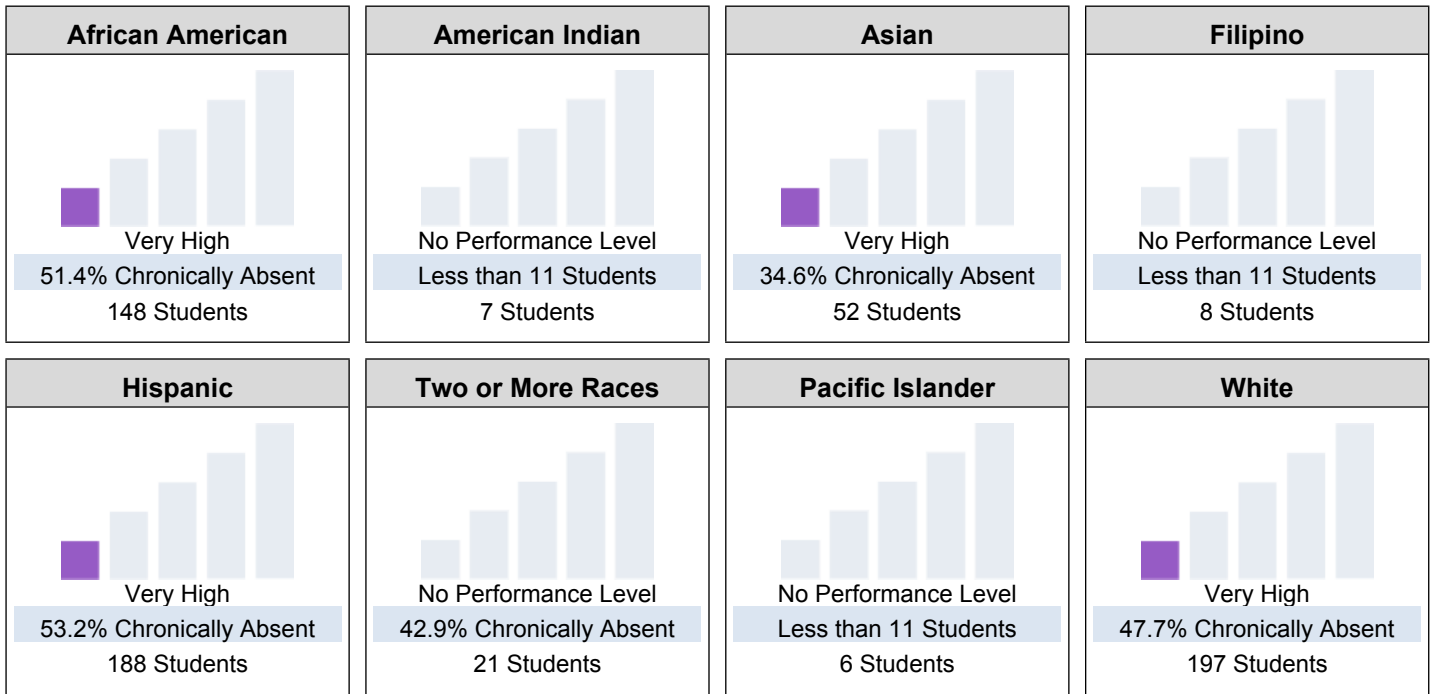
This section provides number of student groups in each level.



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. This year the district is using a new program to manage our students' absences. This program sends messages to support families and gives sites tools to support and manage students. We have created groups of students that have been chronically absent and are working with the families to get students in school more consistently.
2. Our Academic Coordinator is actively working with our families regarding barriers to getting to school and incentivizing increased attendance.

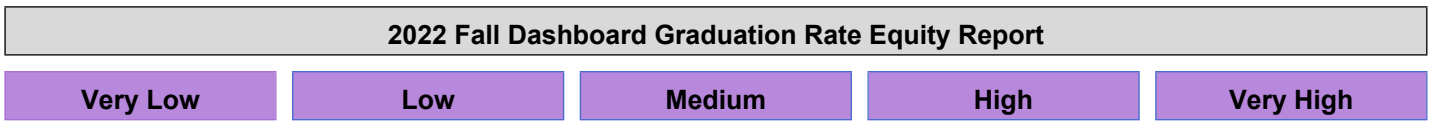
School and Student Performance Data

Academic Engagement Graduation Rate

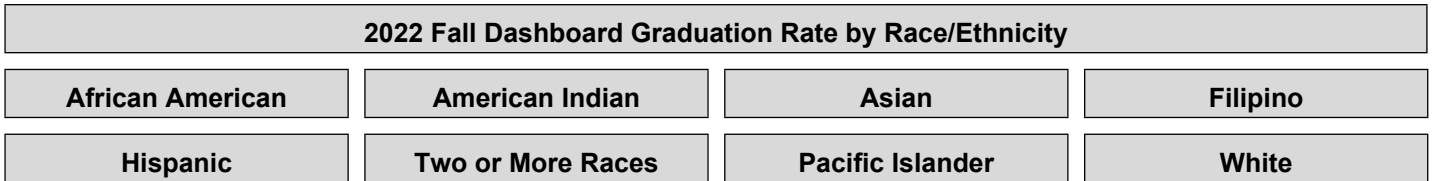
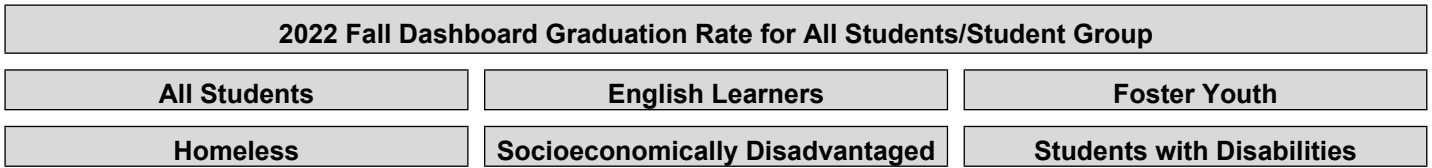
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

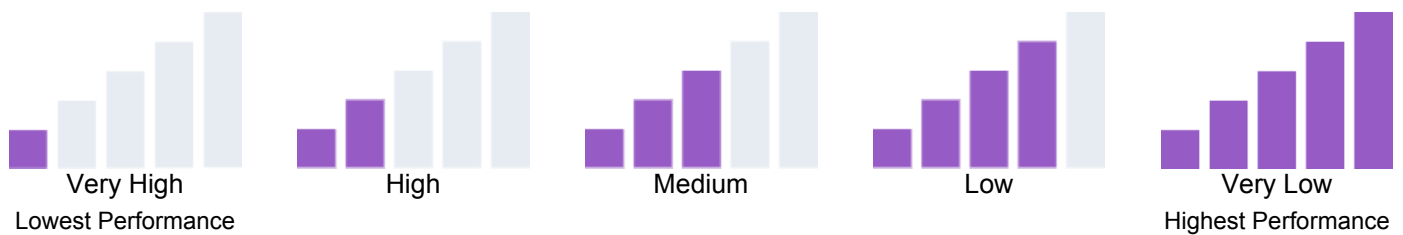
1. N/A

School and Student Performance Data

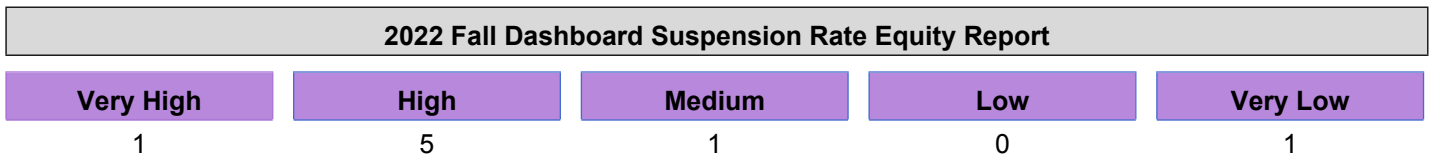
Conditions & Climate Suspension Rate

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](#).

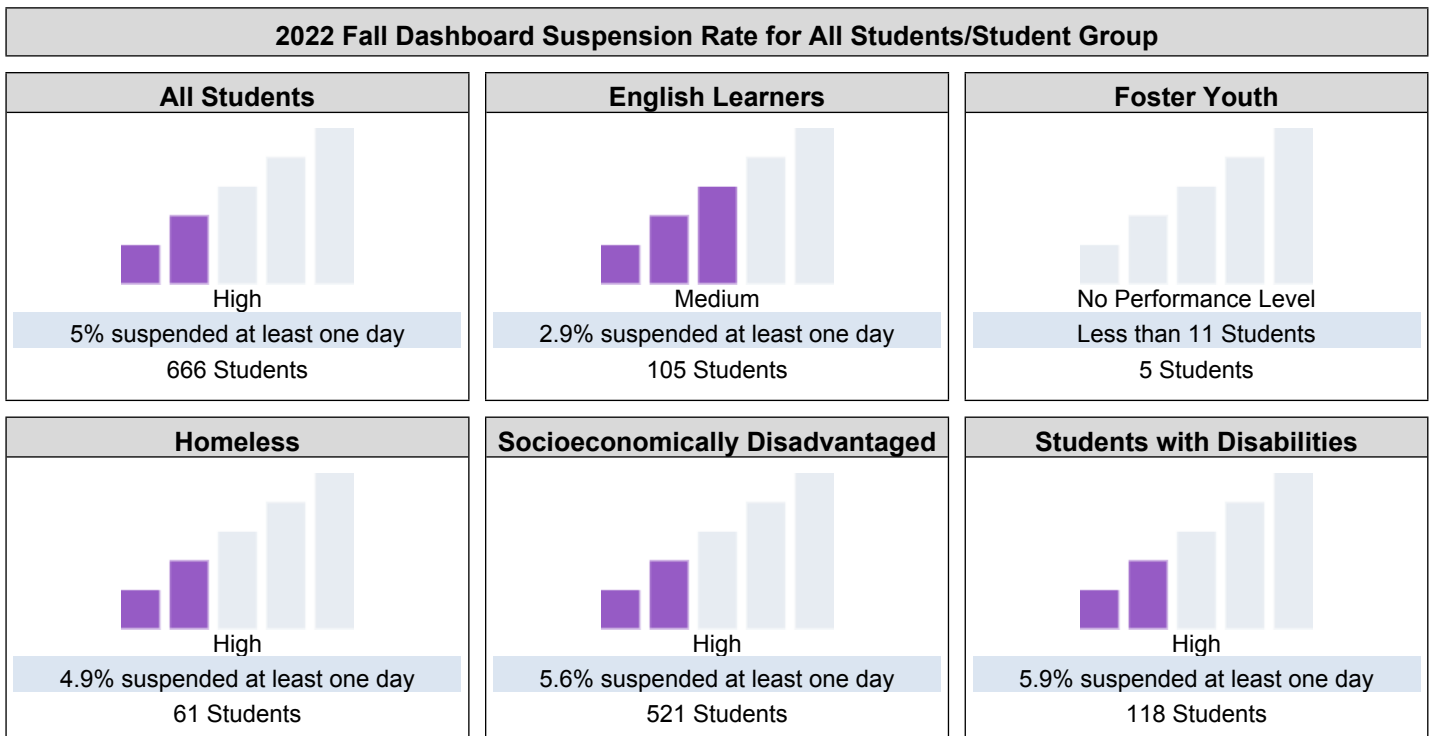
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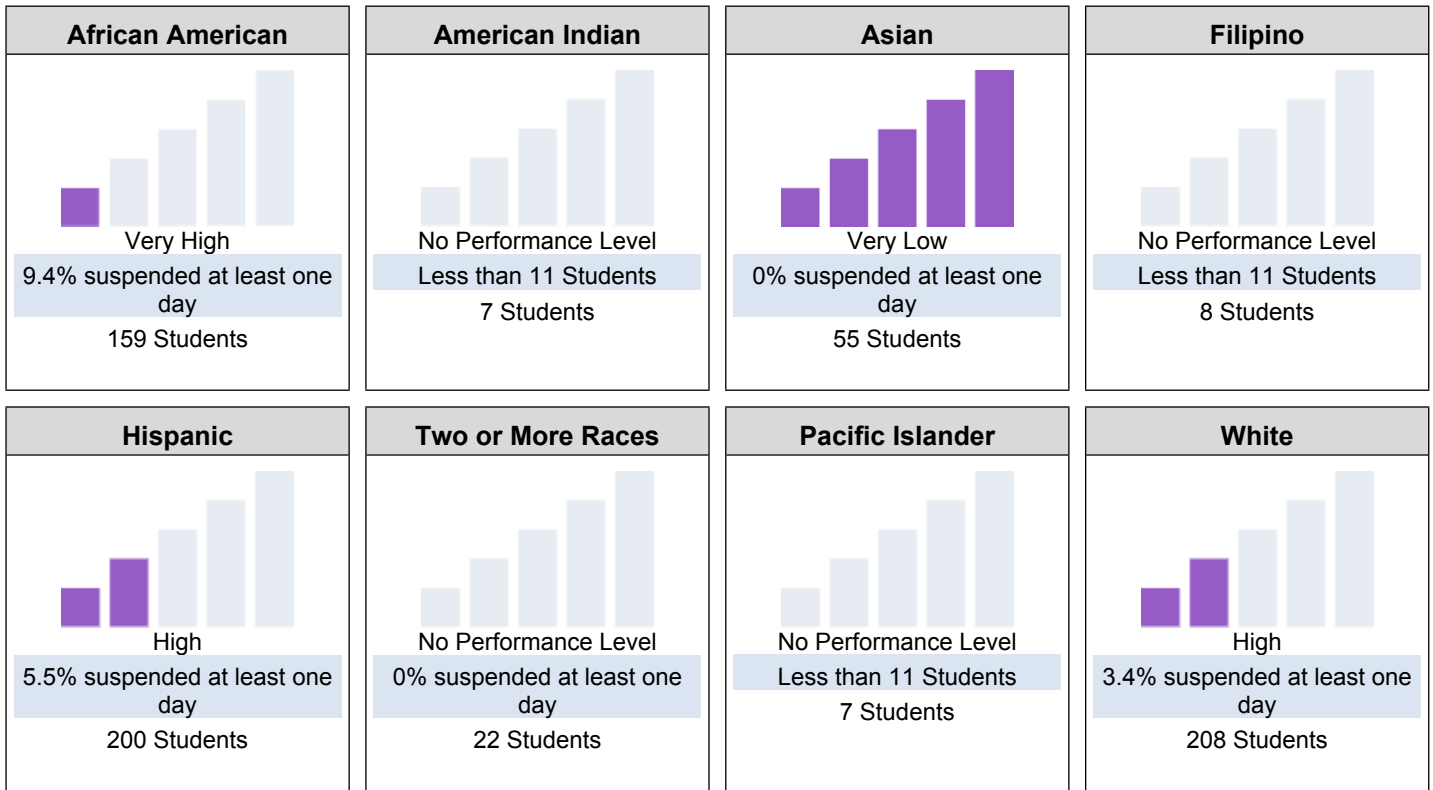
This section provides number of student groups in each level.



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. The 21-22 school year was the first time since the global shutdown that our students had been together for a long time. Dudley utilized many strategies to support students. Our teaching staff had several staff meetings where we reviewed the pacing guides that we have traditionally used and deviated from the typical rigor due to the lack of skills that our students had from lack of instruction.
2. We identified that students are struggling with social skills. Dudley's staff reviewed and implemented three social-emotional curriculums. Our staff and counselor reviewed and implemented these programs to support our students' safety.
3. Our school has been a PBIS school for approximately eight years. We spent significant time introducing the components of PBIS, including several times when teachers reviewed the school's expectations. We also identified that classified staff gets a different training than our certificate staff and found training to support all staff having the same training, so it is consistent for all students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 1

By May 2023, 85% of students will increase their score in all reading domains assessed by the I-Ready end of year diagnostic assessment.

Identified Need

Based on three assessment points from 21-22, 66% of students assessed one or more grade levels below in reading, and 28% of students were two or more grade levels below in reading.

The proposed expenditures in this goal will be used to cover the costs of staff and professional development. This would cover the cost of the following staff and professional development: 1.0 FTE Academic Coordinator, 2.0 FTE for intervention teachers, 2.0 FTE for Instructional Assistants, EL Teacher, EL Instructional Assistant. These positions support the intervention to improve students outcomes. These positions are to support students in these areas as well as to provide teachers with support in identifying students for all of the listed strategies. The professional development is targeted to reading instruction. The training is to review instructional practices and grow the teachers understanding of the curriculum because, during the pandemic, teachers were forced to modify the curriculum to present it differently. Now that we are consistently back in school the professional development is intended to use the curriculum with fidelity.

African American
Asian American
Hispanic
Students with Disabilities
Socioeconomically Disadvantaged

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Dudley has an hour a day of fluid groups with students with similar needs who receive targeted, direct, explicit instruction. Every three and six weeks, students are assessed to check progress; after six weeks, the student(s) are reorganized into new groups to teach the next skill they need. We are utilizing iReady Assessment and Star Phonics data in combination with observations by multiple staff to support the MTSS process. Students are provided with skills and concepts that reflect their current academic functioning in a small group format. Listed below is the process. We are utilizing a .5 FTE Academic Coordinator, two (.5) FTE intervention teachers, two (.5) FTE Instructional Assistants, and an EL Instructional Assistant.

1. Assess Students
2. Identify students below proficient
3. Short-term strategic needs-based groups (6 weeks)
4. Find targeted instruction
5. Provide direct explicit instruction
6. Asses students
7. Repeat Process

*"Other" source of funding: COVID Relief Funds

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)

103,517

Source(s)

Title I

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

2. Plan and implement student success plans for students not performing at grade level skill benchmarks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Utilize student data points from iReady and oral reading fluency to create fluid small group supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4. Professional development is via the Sacramento County Office of Education. A SCOE trainer is evaluating how the Dudley teaching staff is implementing the Wonders Curriculum then creating an action plan to train the teachers how to implement the curriculum with fidelity. This professional development updates our skills on current programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,400

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Title 1 supplies associated with academic supports.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our overall strategy is to show improvement in targeted student outcomes. We are finding challenges with interpreting the data we are collecting efficiently as well as fine tuning the accommodation strategies that we are using in our Student Success Plans.

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 did not find any discrepancies between our intended strategies and the funding budgeted for them.

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.

To increase reliable student data points, Dudley is utilizing a new assessment system called iReady. This is an ongoing change that the district is implementing. The staff of the district and Dudley are receiving ongoing training and collaboration time to understand, level, and implement intervention based on the results of our new system.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 2

By May 2023, 85% of all of our students will increase their overall score in all math domains assessed by the I-Ready end of year diagnostic assessment.

Identified Need

95% of Dudley students assessed one or more grade levels behind; 49% of students were two or more grade levels behind.

The proposed expenditures in this goal will be used to cover the costs of our staff and professional development. This would cover the cost of the following staff and professional development: 1.0 FTE Academic Coordinator, 2.0 FTE for intervention teachers, 2.0 FTE for Instructional Assistants, an EL teacher, and an EL Instructional Assistant. These positions support the intervention program. These positions also provide teachers with support in identifying students for all of the listed strategies. The professional development is targeted to reading instruction. The training is to review instructional practices and grow the teachers understanding of the curriculum because, during the pandemic, teachers were forced to modify the curriculum to present it differently. Now that we are consistently back in school, professional development is focused on using the curriculum with fidelity.

African American
Asian AmericanHispanic
Students with Disabilities
Socioeconomically Disadvantaged

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)

All Students

Strategy/Activity

Dudley has an hour a day of fluid groups with students with similar needs who receive targeted, direct, explicit instruction. Every three and six weeks students are assessed to check progress. After six weeks, the student(s) are reorganized into new groups to teach the next skill they need. We are utilizing iReady assessment and Star Phonics data in combination with observations by multiple staff to support the MTSS process. Students are provided with skills and concepts that reflect their current academic level in a small group format. The process is outlined below. We are utilizing .5 FTE for an Academic Coordinator, two (.5) FTE for intervention teachers, two (.5) FTE Instructional Assistants, and one EL Instructional Assistant.

1. Assess Students
2. Identify students below proficient
3. Short-term strategic needs-based groups (six weeks)
4. Find targeted instruction
5. Provide direct, explicit, instruction
6. Assess students
7. Repeat the process

*"Other" source of funding: COVID Relief Funds
 *Salaries and benefits are included in Goal 1 Action 1.

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)
103,517	Title I

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

2. Plan and implement student success plans for students not performing at grade level skill benchmarks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Utilizing student data points ie iReady. To create fluid small group supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4. Professional development is via CORE, Consortium on Reaching Excellence in Education. The CORE trainer is evaluating how eight Dudley teaching staff are implementing the My Math Curriculum then creating an action plan to train the teachers how to implement the curriculum with fidelity. This training utilizes an action plan to plan math lessons, work with a coach to create lessons, watch the coach present a lesson, and reflect on the lesson and their teaching practices. This professional development is updating our skills on current programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

46,430

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Title 1 supplies associated with academic supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Intervention strategies with student needs is structured and regularly implemented in classrooms and Title 1 support. We added two additional intervention teachers and are trying to hire additional Instructional Aides to support student remediation.

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

Please note that expenditures for this goal are included in the financial breakdown for Goal #1. We did not find any discrepancies between our intended strategies and the funding budgeted for them.

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.

To increase reliable student data points, Dudley is utilizing a new assessment system called iReady. This is an ongoing change that the district is implementing. The staff of the district and Dudley are receiving ongoing training and collaboration time to understand, level, and implement intervention based on the results of our new system.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All stakeholders will experience a school and district climate that is physically and emotionally safe and supportive.

Goal 3

By May 2023, Dudley will raise the percentage of students who report feeling very safe/safe at school from 48% to 65%. This will be measured by a Panorama survey.

Identified Need

Returning from the pandemic, Dudley had significant issues with students engaging in unsafe behavior at unstructured time. 48% of students reported not feeling safe or very safe at school on the Panorama survey. We have implemented many strategies and are continuing to progress so 90% of students feel safe/very safe. The district is providing Team Assist coaches, and we have revamped our lunch schedule to increase the adult supervision. We are paying additional staff to supervise the restrooms where we had significant problems last year. Sacramento County Office of Education is providing a school therapist. This year we hosted a training from the Placer County Office of Education for active supervision of our classified staff. This work is in conjunction with additional training for PBIS, Positive Behavior Intervention Supports.

African American suspension

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey	66% of students report having a positive relationship with their teacher	71% of students report having a positive relationship with their teacher
Panorama Student Survey	52% of students report having positive outlook on the school climate	60% of students report having positive outlook on the school climate
Panorama Student Survey	48% of students report feeling safe at school	60% of students report feeling safe at school

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

Implement PBIS school-wide system and SWIS (data collection program). We plan to utilize all three tiers of support. This year we added a Tier 2 staff meeting to collaborate about students that need to be more successful utilizing Tier 1 strategies. We also provided active supervisor training for all classified staff, presented by the Placer County Office of Education.

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)

1,325

Source(s)

Title I

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

Implement multiple SEL curriculums: Second Step, Healthy Play, and Community Circles Curriculum to facilitate students actively discussing issues and concerns and manage their mental health.

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)

0.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Team Assist is a program that supports students engaging with each other in unstructured playtime. Team Assist provides two coaches that engage with kids at recess and need help transitioning back to class after recess.

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)

128,000

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

On-site counseling and support are available within the school day for individual and small groups for social and play instruction, and a full-time therapist to support students' mental health needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

116,029

Source(s)

ESSER III

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavior Intervention System behavior reinforcements

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)

4,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Dudley Elementary School is fully implementing tiers I and II of PBIS. The Intervention Team has been trained in tier III, Wrap-Around, through PCOE, and we have initiated implementation. The three tiers, working in conjunction with each other, have been effective in supporting students with identified behavioral challenges. Team Assist facilitates healthy play and check-in support for students. Multiple tier 1 expectation supports for school-wide behavior support are provided. Dragon Days to acknowledge the positive behaviors of the students are held. The Placer County Office of Education is training our Certificated staff and Classified staff on PBIS.

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 implement all activities within this goal.

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 4

English Language Learners will make progress towards proficiency as measured by the ELPAC. 75% of students will either move one level or maintain current level and/or meet reclassification criteria.

Identified Need

Based on CAASPP, LPM, ELPAC, iReady

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)

Implement Designated ELD Instructional Units (K-6)
Integrate ELD across content areas

Strategy/Activity

Refine instructional strategies based on learning outcomes
Plan, implement, and evaluate interventions based on student need

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Add an additional 1.0 FTE EL Aide *EL Aide salary and benefits included in Goal 1 Action 1.

Strategy/Activity

Reduce the group size of the EL direct instruction groups.

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: 2022-23

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

ANALYSIS

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

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

attendance

Identified Need

African American
Asian American
Hispanic
Homeless
Students with Disabilities
Socioeconomically Disadvantaged

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$299,189
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	\$543,218.00

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	\$299,189.00

Subtotal of additional federal funds included for this school: \$299,189.00

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 (\$)
	\$0.00
District Funded	\$128,000.00
ESSER III	\$116,029.00

Subtotal of state or local funds included for this school: \$244,029.00

Total of federal, state, and/or local funds for this school: \$543,218.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 3 Parent or Community Members

Name of Members	Role
Brett Homesley	Principal
Dawn Altobell	Classroom Teacher
Sarah Bills	Classroom Teacher
LaToya Jenkins	Parent or Community Member
Melissa Knight	Parent or Community Member
Kylie Moore Purdy	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 September 7, 2022.

Attested:

Principal, Brett Homesley on September 7, 2022

SSC Chairperson, Latoya Jenkins on September 7, 2022

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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