School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Frontier Elementary School	16-63990-0116699	December 2, 2021	December 15, 2021

Purpose and Description

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

Schoolwide Program
The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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 goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan.

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Comprehensive Needs Assessment Components

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

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

The annual parent, student, and staff surveys were administered during the Spring 2021.

Pioneer Union Elementary District conducts a parent survey each spring. This survey is open to all parents or legal guardians. For the 2020-2021 parent survey, 460 responses were received. The survey seeks parental input in decision making and is used as a means of assessing and promoting participation in programs. Two of Pioneer District's LCAP goals address these priorities:

Goal #3 states, "The district and each school will provide systems and venues for communication and input from parents and stakeholders."

Goal #4 states the district will, "Promote positive student engagement and school climate which advance social and academic success."

The district complies the data for all three schools. Results were shared out a a public school board meeting, at the District Parent Advisory Committee meeting, and a English Language Advisory Committee meeting, and a School Site council meeting. The results for 2021 were as follows:

Parent Questions about School Connectedness and Safety Results from 2019:
* Students, parents and school personnel demonstrate a shared responsibility for behavior at my child's school. Positive Responses = 100%
* Students, parents and school personnel show pride in the school campus and help keep it attractive. Positive Responses = 98.91%
* All cultures, including my own, are treated fairly and with respect at school. Positive Responses = 98.91%
* I believe there is open communication between myself and my child's teacher(s). Positive Responses = 98.91%
* I believe my child is safe while at school. Positive Responses = 96.74%

Average Positive Responses = 98.70%

Student Questions about School Connectedness and Safety Results from 2021:
* I feel safe while at school. Positive Responses = 95.18%
* My teacher talks to me about my strengths and areas to improve. Positive Responses = 95.18%
* My teacher has rules for student behavior when in class. Positive Responses = 100%
* There are clear consequences for breaking the rules. Positive Responses = 91.57%
* There is an adult at my school who I trust and can go to for help with a schoolwork. Positive Responses = 92.77%
* There is an adult at my school who I trust and can go to for help with things other than school work. Positive Responses = 71.08%
* My school is clean and in good condition. Positive Responses = 98.80%
* If I am struggling with classwork, I know where to get help. Positive Responses = 84.34%

Average Positive Responses = 91.27%

Classroom Observations

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

Classroom observations occur consistently throughout the school year. The site principal, assistant principal, and district administration conduct walkthroughs. Staff is provided with feedback typically by the end of the school day. It is important that feedback is provided to staff soon after the classroom visit is conducted. Feedback includes strengths, areas for improvement, and next steps.

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)

Administration, teachers, and other staff carefully study the results of Beginning of the Year screeners (ELA & Math),Fountas & Pinnell reading levels, Illuminate Assessments, curriculum based measures, and in class formative and summative assessments as a means to progress monitor data. The data is then used in our Professional Learning Communities to inform teachers and the principal on student placement, support services, progress, response to interventions, and the effectiveness of instruction. This data is also used for our staff to make decisions regarding pacing and the need and use of supplemental programs. Student results from the SBAC test will also be utilized. During the 20-21 school year, students in grades 3-5 took a modified state (SBAC/CAASPP) assessment.

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

Frontier administration and staff analyze and use various data sources from the following: Fastbridge progress monitoring system in ELA and Math (3-5), district benchmarks or progress monitoring assessments TK-5, formative classroom assessments TK-5, Fountas and Pinnell leveled reading assessments, and classroom curriculum embedded assessments TK-5.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Teachers meet the required State Authorizations to be in their current position.

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

All Frontier Elementary School Teachers are properly credentialed, having met required state authorizations, and have participated in training on our adopted English Language Arts, Mathematics, and other core curriculum.

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

Staff Development is directly aligned to the curriculum adoptions and district goals. Teachers provide input through feedback from their professional learning communities, staff/leadership meetings, and district surveys.

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

Frontier Elementary School Teachers participate and receive professional development provided by the District, Tulare County Office of Education, Fresno County Office of Education, SELPA, and various other entities. Certificated staff also share their expertise on district professional development days, grade level collaborations, and their PLC's.

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

Frontier Elementary continues to build a collaborative culture through Professional Learning Communities. Teacher are provided with a calendar each trimester that identifies their grade level collaboration days. They use this time to work together in a collaborative environment addressing the four essential questions:What do we expect our students to learn? (Goals/Expectations), How will we know they are learning? (Assessment) How will we respond when they don't learn? (Intervention), How will we respond if they already know it?

Teaching and Learning

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

Curriculum at Frontier Elementary School is carefully articulated with the California State Standards. We have developed an extensive plan to train, develop, programs to meet the needs of all of our students. On going calibration and collaboration with our other schools in the District as well as across grade levels provides for a smooth and seamless transition from one grade to the next.

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

A well thought out school schedule ensures that all content areas are well developed and instructional minutes are sufficient to deliver quality instruction to our students.

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

Pioneer Union Elementary School District has clearly developed pacing schedules in all core instructional areas. We work throughout the year to keep them updated and accurate. Data is consistently reviewed to ensure that additional instructional time is dedicated to areas where students are struggling to meet targets.

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

All staff and students are provided with appropriate and up to date standards based instructional materials.

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

All core instructional materials have been approved by the California State Board of Education.

Opportunity and Equal Educational Access

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

Our core instructional programs include effective support components and are available for teacher to use in supporting struggling students with strategic and intensive needs. In addition, we have high quality Special Education, English Learner, Migrant, Section 504, and Title 1 programs to provide support to students who qualify for those programs. Frontier implements a Multi-tiered system of support for learning. All classroom teachers provide additional small group support in all curricular areas.

Evidence-based educational practices to raise student achievement

All core instructional programs are research based proven programs. Students in all grade levels are progress monitored using common formative assessments as well as district benchmarks throughout the school year. The Fountas and Pinnell program as well as other curriculum based measures and teacher assessments are also utilized. All students are progress monitored informally (teacher formative assessments) as well as formally (Illuminate, Reading & Math screeners - FastBridge).

Parental Engagement

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

Underachieving students are carefully monitored and supported in their classroom by their teacher and the assistance of administration, instructors, instructional aides, and support 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)

The PUESD Governing School Board, District Parent Advisory Council, District English Language Advisory Council, and the Frontier School Site Council are involved in the reviewing of school programs and plans.

Funding

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

School wide Title 1 assistance in English Language Arts for students in first through 5th grade are provided. Through a Multi-Tiered System of Support, all students receive intervention based on assessment data. Frontier Elementary has implemented a "Walk to Learn" 30 minute intervention block to differentiate instruction for all students.

Fiscal support (EPC)

The PUESD Governing Board, District Parent Advisory Council, District English Language Advisory Council, and the Frontier School Site Council are involved in the reviewing of school programs and plans to ensure fiscal support is granted and noted in the LCAP and site SPSA plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Frontier School Site Council is made up of teachers, parents, classified employees, that work with the principal to develop, review and evaluate school improvement programs and school budgets. The School Site Council receives annual training in roles & responsibilities, SSC bylaws, and Robert's Rule of Law. Members of the council meet to review and provide feedback on the SPSA, School Safety Plan, LCAP, academic intervention programs, Parent Involvement Policy, and school wellness plans. PBIS data and academic data is reviewed throughout the year. The School Site Council meets a minimum of 4 times per school year. Members of the Frontier Site Council are elected by their peers.

The stakeholder groups that are consulted with include:

District Parent Advisory Council meetings: 9/28/21, 12/7/21, 2/08/22, 3/22/22, 5/24/22
Title I Parent Meeting: 10/28/21
English Learner Advisory Council: 10/6/21, 12/1/21, 2/2/22, 5/25/22
Student Survey: Spring 2021
Frontier School Site Council Meetings: 9/3/21, 10/11/21, 12/2/21, 2/28/22, 5/26/22
Teacher Survey: Spring 2021

Information shared with the stakeholders include state and local assessment data, actions to achieve goals, feedback on funding, and progress monitoring of metrics related to goals. Student assessment data is reviewed and presented in the following subgroup categories:

*All Students
*Significant Subgroups
*English Language Learners
*Foster/Homeless Students
*Gender, grade, ethnicity
*Socioeconomic Status
*Special Education

Resource Inequities

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

None to report at this time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup					
Student Group	**Percent of Enrollment**			**Number of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
American Indian	0.86%	0.61%	0.6%	4	3	3
African American	3.44%	2.04%	2.1%	16	10	10
Asian	5.16%	3.87%	4.2%	24	19	20
Filipino	4.09%	3.05%	2.7%	19	15	13
Hispanic/Latino	49.46%	52.55%	53.7%	230	258	259
Pacific Islander	0.43%	0.41%	0.4%	2	2	2
White	33.76%	33.81%	32.2%	157	166	155
Multiple/No Response	2.8%	3.46%	4.2%	13	17	20
Total Enrollment				465	491	482

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	92	102	79
Grade 1	75	75	90
Grade 2	72	82	73
Grade3	75	75	81
Grade 4	70	79	73
Grade 5	81	78	86
Total Enrollment	465	491	482

Conclusions based on this data:

1. Over the past 3 years, Hispanics are represented as the highest population at Frontier Elementary. There has been a steady increase in the Hispanic subgroup over the last 3 years (approx. 5% increase).

2. Over the past 3 years, enrollment has been somewhat steady for the white subgroup which is also the second highest enrollment at Frontier.

3. Total enrollment for Frontier has slightly decreased in the last 2 years from 491 to 482.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	55	46	61	11.8%	9.4%	12.7%
Fluent English Proficient (FEP)	20	28	17	4.3%	5.7%	3.5%
Reclassified Fluent English Proficient (RFEP)	5	15	0	9.3%	27.3%	0.0%

Conclusions based on this data:

1. Over the last several years, the number of enrolled English Learners has increased. Over the last 2 years, Frontier has 15 more English Learners enrolled.

2. There has been a decline in students proficient in speaking english fluently (5.7% to 3.5%).

3. There was an increase in the number of students reclassified (5 to 15).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	65	72	72	65	72	72	65	72	98.6	100	100
Grade 4	86	76	76	86	76	76	86	76	76	100	100	100
Grade 5	81	83	81	80	83	81	80	83	81	98.8	100	100
All	240	224	229	238	224	229	238	224	229	99.2	100	100

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.	2458.	2455.	37.50	33.85	38.89	26.39	33.85	27.78	20.83	23.08	18.06	15.28	9.23	15.28
Grade 4	2518.	2514.	2520.	50.00	36.84	48.68	27.91	39.47	25.00	9.30	10.53	17.11	12.79	13.16	9.21
Grade 5	2520.	2561.	2546.	28.75	44.58	34.57	27.50	38.55	40.74	25.00	6.02	12.35	18.75	10.84	12.35
All Grades	N/A	N/A	N/A	39.08	38.84	40.61	27.31	37.50	31.44	18.07	12.50	15.72	15.55	11.16	12.23

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.28	35.38	30.56	43.06	55.38	54.17	16.67	9.23	15.28
Grade 4	48.84	34.21	44.74	37.21	51.32	48.68	13.95	14.47	6.58
Grade 5	35.00	36.14	44.44	41.25	57.83	44.44	23.75	6.02	11.11
All Grades	41.60	35.27	40.17	40.34	54.91	48.91	18.07	9.82	10.92

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.39	29.23	34.72	55.56	50.77	51.39	18.06	20.00	13.89
Grade 4	45.35	36.84	36.84	45.35	50.00	53.95	9.30	13.16	9.21
Grade 5	30.00	44.58	29.63	51.25	46.99	61.73	18.75	8.43	8.64
All Grades	34.45	37.50	33.62	50.42	49.11	55.90	15.13	13.39	10.48

| Listening
Demonstrating effective communication skills | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.06	30.77	33.33	69.44	61.54	54.17	12.50	7.69	12.50
Grade 4	37.21	32.89	38.16	55.81	63.16	55.26	6.98	3.95	6.58
Grade 5	18.75	36.14	29.63	67.50	56.63	58.02	13.75	7.23	12.35
All Grades	25.21	33.48	33.62	63.87	60.27	55.90	10.92	6.25	10.48

| Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	36.92	25.00	54.17	50.77	58.33	12.50	12.31	16.67
Grade 4	44.19	38.16	38.16	45.35	52.63	53.95	10.47	9.21	7.89
Grade 5	30.00	60.24	44.44	47.50	28.92	45.68	22.50	10.84	9.88
All Grades	36.13	45.98	36.24	48.74	43.30	52.40	15.13	10.71	11.35

Conclusions based on this data:

1. Since the 2016-2017 school year, FES students in grades 3-5 continue to make progress in English Language Arts. The majority of students in grades 3-5 nearly met, meet or exceed grade level standards in ELA.

2. Based on the 18-19 reading and writing data, less FES students nearly meet, meet, or exceed grade level standards in writing in comparison to reading.

3. During the 19-20 school year, FES students received explicit instruction on writing protocols for answering text dependent questions in written form. Students also continued to develop their writing skills as teachers provided more opportunities for students to engage in source writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	65	72	72	65	72	72	65	72	98.6	100	100
Grade 4	86	76	76	86	76	76	86	76	76	100	100	100
Grade 5	81	83	81	80	83	81	80	83	81	98.8	100	100
All	240	224	229	238	224	229	238	224	229	99.2	100	100

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2450.	2457.	2468.	19.44	29.23	26.39	43.06	30.77	45.83	30.56	26.15	19.44	6.94	13.85	8.33
Grade 4	2495.	2495.	2508.	15.12	22.37	32.89	45.35	39.47	32.89	33.72	27.63	22.37	5.81	10.53	11.84
Grade 5	2501.	2526.	2521.	16.25	24.10	19.75	21.25	26.51	29.63	33.75	37.35	35.80	28.75	12.05	14.81
All Grades	N/A	N/A	N/A	16.81	25.00	26.20	36.55	32.14	35.81	32.77	30.80	26.20	13.87	12.05	11.79

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.06	44.62	56.94	40.28	35.38	31.94	16.67	20.00	11.11
Grade 4	30.23	39.47	47.37	46.51	40.79	32.89	23.26	19.74	19.74
Grade 5	25.00	31.33	32.10	38.75	43.37	46.91	36.25	25.30	20.99
All Grades	32.35	37.95	44.98	42.02	40.18	37.55	25.63	21.88	17.47

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.61	30.77	37.50	58.33	43.08	54.17	18.06	26.15	8.33
Grade 4	24.42	22.37	28.95	61.63	56.58	51.32	13.95	21.05	19.74
Grade 5	18.75	22.89	17.28	42.50	51.81	59.26	38.75	25.30	23.46
All Grades	22.27	25.00	27.51	54.20	50.89	55.02	23.53	24.11	17.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.39	40.00	37.50	62.50	52.31	47.22	11.11	7.69	15.28
Grade 4	31.40	35.53	39.47	58.14	47.37	50.00	10.47	17.11	10.53
Grade 5	13.75	27.71	23.46	50.00	53.01	56.79	36.25	19.28	19.75
All Grades	23.95	33.93	33.19	56.72	50.89	51.53	19.33	15.18	15.28

Conclusions based on this data:

1. Over the last 3 years, FES has increased in the number of students exceeding grade level standards. During the 18-19 school year, 62.01% of students in grades 3-5 performed at or exceeding grade level math standards.

2. FES students in grades 3-5 continue to need support in the area of Communicating Reasoning: Demonstrating ability to support mathematical conclusions.

3. Based on the math data, FES teachers will increase opportunities for students to engage in mathematical reasoning. Teachers will increase opportunities for students to answer performance task type level questions with an increase in DOK levels. FES teachers will continue to collaborate and pace out math lessons including common formative assessments. Number Talk lessons will continue to be implemented. Teachers will continue to receive professional development for math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1433.3	*	1446.1	*	1403.5	*	16	8
Grade 1	*	1462.8	*	1472.8	*	1452.3	*	15
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	9
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	6
All Grades							49	50

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	26.67	*	33.33	*	20.00		20.00	*	15
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	24.49	18.00	44.90	38.00	24.49	34.00	*	10.00	49	50

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	40.00	*	26.67	*	13.33		20.00	*	15
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	36.73	28.00	42.86	38.00	*	22.00	*	12.00	49	50

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	6.67	*	46.67	*	20.00		26.67	*	15
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
5		*	*	*	*	*		*	*	*
All Grades	*	12.00	36.73	32.00	30.61	42.00	*	14.00	49	50

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	60.00	*	33.33	*	6.67	*	15
All Grades	53.06	28.00	42.86	66.00	*	6.00	49	50

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	68.75	*	*	*	16	*
1	*	20.00	*	60.00		20.00	*	15
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	32.65	30.00	55.10	60.00	*	10.00	49	50

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	33.33	*	40.00		26.67	*	15
2	*	*	*	*	*	*	*	*
All Grades	24.49	16.00	59.18	60.00	*	24.00	49	50

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	13.33	*	66.67		20.00	*	15
All Grades	32.65	18.00	61.22	70.00	*	12.00	49	50

Conclusions based on this data:

1. A total of 50 English Learners completed the ELPAC assessment. 56% of FES English Learners scored an overall Level 3 (Moderately Developed) or 4 (Well Developed). These scores indicate that over half of the FES EL population had developed the English language and are able to access academic concepts.

2. Approximately 44% of FES English Learners scored at a Level 1(Beginning Stage) or 2 (Somewhat Developed). These scores indicate that FES has a greater population of students that are limited in English Language acquisition in comparison to previous years.

3. Frontier will continue to provide English Learners with support and intervention that will help to build their English language skills. They will continue to receive designated and integrated ELD instruction in the classroom with their teacher and also receive additional small group instruction (Levels 1-3) with the EL instructor during the school day.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
491	**43.4**	**9.4**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	46	9.4
Foster Youth	1	0.2
Socioeconomically Disadvantaged	213	43.4
Students with Disabilities	39	7.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	2.0
American Indian	3	0.6
Asian	19	3.9
Filipino	15	3.1
Hispanic	258	52.5
Two or More Races	17	3.5
Pacific Islander	2	0.4
White	166	33.8

Conclusions based on this data:

1. The greatest subgroup at FES is the Socioeconomically Disadvantaged subgroup at 43.3%.

2. During the 19-20 school year, Frontier had 46 students that are identified as English Language Learners.

3. Enrollment by race data shows that a little over half (52.5%) of the FES student population is Hispanic with the second biggest population being the white subgroup (33.8%).

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. In all of the identified areas, FES is currently performing at a Level 3 (Moderately Developed) which are positive results.

2. During the 21-22 school year, FES will continue to monitor student academic data in math and English Language Arts, Chronic Absenteeism, and Suspension Rates.

3. Academic, Attendance, and PBIS data will continue to help FES determine interventions and supports for students that qualify for them. In TK-2, criteria was revised to include attendance and behavior goals. Due to PUESD decreasing the number of times a parent can report a sick child without a doctor's note (from 10 to 6), the goal is for student absences to decrease.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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

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

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
41.7 points above standard	21.8 points above standard	0 Students
Maintained -2.4 points	Increased ++7.6 points	
218	40	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	24.1 points above standard	6.2 points below standard
1	Maintained ++2.3 points	Increased Significantly ++55.6 points
	97	20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
32.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	69.4 points above standard	37.1 points above standard
11	1	Increased Significantly ++15.4 points 14	12

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
29.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	72.4 points above standard
Declined -8.8 points	2	2	Increased ++10.6 points
109			67

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
35.1 points below standard	84.7 points above standard	45.1 points above standard
Increased Significantly ++20.8 points	Increased Significantly ++18.8 points	Declined -4 points
21	19	175

Conclusions based on this data:

1. Overall, all students in grades 3-5 are performing at higher levels of proficiency (green-3, blue-1).

2. There was a significant increase in ELA proficiency with Students with Disabilities (55.6 points) and an increase with English Learners (7.6 points). However, all students and the Socioeconomically Disadvantaged groups maintained proficiency during the 19-20 school year.

3. FES students will continue to receive appropriate supports (small group guided reading instruction, reading intervention services, Reading Eggs program) in English Language Arts as identified by reading assessment data.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	
18.7 points above standard	0 points below standard	
Increased ++9.1 points	Increased ++5 points	
218	40	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1.9 points above standard	19.9 points below standard
1	Increased ++12.7 points	Increased Significantly ++45.4 points
	97	20

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
22.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	39 points above standard	18.7 points above standard
11	1	Increased Significantly ++18.3 points	12
		14	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
4.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	43.3 points above standard
Maintained ++2.7 points	2	2	Increased Significantly ++18.6 points
109			67

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
37.2 points below standard	41.1 points above standard	22.4 points above standard
Increased ++5.8 points	Increased Significantly ++18.2 points	Increased ++10.3 points
21	19	175

Conclusions based on this data:

1. Based on math SBAC assessment data, all student groups scored in the higher ranges (green -3, blue - 1.

2. All of Frontier's significant subgroups increased math proficiency during the 19-20 school year (English Learners, Socio Disadvantaged, Students with Disabilities).

3. FES will continue to provide math supports for identified students based on formative math assessment data. FES staff will continue to provide students with rigorous math instruction as well as pull small groups in math to provide additional support for students that need additional math support.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.5 making progress towards English language proficiency
Number of EL Students: 40
Performance Level: High
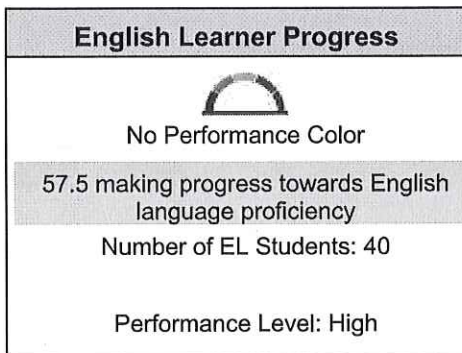
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
	22.5		52.5

Conclusions based on this data:

1. During the 19-20 school year, 57.5% of ELs attending Frontier were making progress towards English Language Proficiency. Frontier had a total of 40 EL Students.

2. 22.5% of EL students maintained ELPI levels. However, 52.5% of Frontier EL students, progressed at least one ELPI level.

3. EL students at Frontier Elementary will continue to receive additional support (small group instruction) from the EL Instructor as well as receive support in the classroom by the classroom teacher.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.9	3.4	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	Declined -2	2
485	59	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	5.7	12.8
1	Increased +1.9	Increased +6.3
	211	47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5.9	Less than 11 Students - Data Not Displayed for Privacy	0	0
Increased +0.9	4	Maintained 0	Declined -11.1
17		27	19

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
4.2	6.7	Less than 11 Students - Data Not Displayed for Privacy	4.3
Increased +2.5	15	2	Declined -0.7
237			164

Conclusions based on this data:

1. During the 19-20 school year, Chronic Absenteeism at FES was minimal based on the Dashboard data results. 5 students of the instructional days that they were enrolled.

2. English Learners declined in absences. However, the Socially Disadvantaged and Students with Disabilities subgroups increased the chronic absenteeism rate.

3. FES will continue to work on decreasing overall chronic absenteeism. FES will continue to monitor student attendance and hold SART (School Attendance Review Team) meetings at the school site to address chronic absenteeism. FES will continue to notify parents in writing regarding attendance concerns, and utilize the School Resource Officer. The FES PBIS team will continue to implement student connectedness strategies to increase student engagement in the classroom and school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

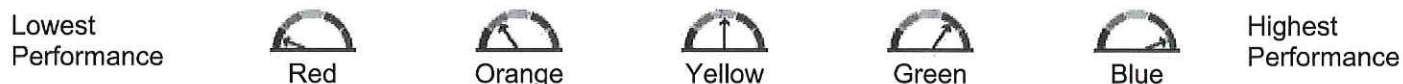**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
0.6	0	Less than 11 Students - Data Not
Declined -0.4	Maintained 0	2
492	59	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not	0.9	2.1
1	Declined -0.5	Increased +2.1
	215	48

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 4	0	0
Declined -5		Maintained 0	Maintained 0
18		27	20

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Yellow
0.8	0	Less than 11 Students - Data 2	0.6
Declined -0.8			Increased +0.6
241	16		164

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	0.6

Conclusions based on this data:

1. Overall, there are a decline in suspensions during the 19-20 school year. 0.6% of the entire student population were suspended at least once during the school year.

2. Although the Students with Disabilities subgroup increased (2.1% increase) in suspensions , the Socially Disadvantaged subgroup decreased (- 0.5 decrease) in suspensions.

3. FES will continue to implement best practices by utilizing the site PBIS team. Data will continue to be collected monthly and reviewed. The site PBIS team will continue to identify ways to support FES students behaviorally including explicitly communicating and teaching behavior expectations on campus, utilizing a check in/check out system for identified students, developing student leaders through Student Council and Buddy Squad, holding meetings to create behavior plans for students that need behavior accommodations and support, as well as providing incentives for students that consistently demonstrate appropriate behaviors on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State Priorites : 4 (Pupil Achievement) and 8 (Other Pupil Outcomes)

LEA/LCAP Goal

LCAP Goal 2: All students will demonstrate progress towards grade level proficiency as defined by the California Department of Education.

Goal 1

60% of all Frontier students in 3-5 will meet/exceed grade level standards in ELA as measured by the 2022 Smarter Balanced Assessment California (SBAC).
47% of all Frontier students in 3-5 will meet/exceed grade level standards in math as measured by the 2022 Smarter Balanced Assessment California (SBAC).

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2022	55% of students nearly met/exceeded standards as measured by ELA SBAC Spring 2021	60% of all Frontier students in 3-5 will meet/exceed grade level standards in ELA as measured by the 2022 Smarter Balanced Assessment California (SBAC).
CAASPP Math 2022	42% of students met/exceeded standards as measured by Math SBAC Spring 2021	47% of all Frontier students in 3-5 will meet/exceed grade level standards in math as measured by the 2022 Smarter Balanced Assessment California (SBAC).
ELA - CDE Dashboard Spring 2022	ELA Academic Dashboard Indicator: Green (44.1 points above standard)	ELA Academic Dashboard Indicator: Green (increase to 50 points above standard)
Math - CDE Dashboard Spring 2022	Math Academic Dashboard Indicator: Green (9.1 points above standard)	Math Academic Dashboard Indicator: Green (increase to 15 points above standard)
English Language Learner Progress Spring 2022	EL Academic Dashboard Indicator: No Score due to first year of ELPAC Assessment Administration	EL Academic Dashboard Indicator: Green

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Progress Rate	19-20 % Progress Rate = 57.5%	Increase the EL progress rate to 62%.

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)

At-risk, low income students

Strategy/Activity

Provide one and a half Title 1 Intervention Credentialed Teachers for Reading Intervention.

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)
72,186	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Intervention Teachers
26,805	Title I Part A: Allocation 3000-3999: Employee Benefits Intervention Teachers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Low Performing Identified Students

Strategy/Activity

Reading and Math Intervention After School & Summer Program

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)
13,800	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries After School Teacher Salaries

2,735	LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits - After School
0.00	LCFF - Supplemental 4000-4999: Books And Supplies After School Supplies
10,332	LCFF - Supplemental 2000-2999: Classified Personnel Salaries EL Support Provider
3,284	LCFF - Supplemental 3000-3999: Employee Benefits EL Support Provider Benefits
100.00	LCFF - Supplemental 4000-4999: Books And Supplies EL Provider Supplies
745.00	Unrestricted 4000-4999: Books And Supplies EL Provider Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The Covid-19 Pandemic has certainly had a negative impact on student academic performance. There was a decrease in proficiency in ELA and Math based on 2021 modified CAASPP data. 55% of Frontier students met/exceeded grade level standards in grades 3-5 and 42% met/exceeded grade level standards in math. There is a continued need for reading intervention since there is an increase in student's not reading/writing at grade level in grades TK-5. Frontier will continue to use Title 1 funds to support the reading goals of students by providing small group reading intervention for students identified as needing additional support. Frontier will provide summer school for students that are identified as needing additional support in reading and math.

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

There currently aren't major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals.

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.

Based on how students perform, goals will be revised to address the needs of Frontier students. These changes will be identified in this planned improvement goal setting section of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State Priorities 5 (Pupil Engagement); 6 (School Climate)

LEA/LCAP Goal

Promote positive student engagement and school climate which advance social and academic success.

Goal 2

Frontier Elementary will reduce suspension rates from 0.6% to 0.3%.

Identified Need

The implementation of the PBIS program (Positive Behavior Intervention Supports) has shown reduced numbers in overall behavior referrals and suspensions. Frontier will need to continue to implement the PBIS program. Frontier will also continue to utilize all tools and support staff for social emotional support and well being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE FES Dashboard 2019 Suspension Results	FES Dashboard Indicator: Green - 0.6% suspended at least once.	FES Dashboard Indicator: Green - 0.3% suspended at least once.

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 student groups including, but not limited to, Socioeconomically Disadvantaged, Hispanic, Students with Disability.

Strategy/Activity

School-wide PBIS Program: School-wide training and assemblies, Behavior Incentives (Parent-Teacher Club funded), Student Behavior Plans, Check-in/Check-out System, Peer Mentors (Buddy Squad), Monthly PBIS Committee Team Meetings,

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	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Donation money for school-wide PBIS incentives and rewards.
0.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies PBIS Incentives and Rewards

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Frontier Elementary will continue to work collaboratively with the district to address positive behavior expectations and the socio-emotional needs of our students. Systems of support are identified at all 3 levels (Tier 1, Tier 2, Tier 3) and there are systematic processes in place to identify student's needs. More intensive resources, strategies, and activities are provided to students who have been identified as requiring additional support through teacher recommendation, parent request, and/or PBIS team data review.

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

There aren't any major differences at this time.

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

Frontier will continue to work to meet behavioral and socio-emotional needs of its students. Frontier will continue to look to implement strategies and activities that best meet the student needs as we continue to focus on reducing the number of referrals and suspensions. During the 21-22 school year, Frontier has a part-time school counselor 2.5 days a week to help provide social-emotional services for students identified through the beginning of year behavior screener administered by all teachers (TK-5).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State Priority: 3 (Parent Involvement)

LEA/LCAP Goal

The district and school site will provide systems and venues for communication and input from parents and stakeholders.

Goal 3

Parents will have opportunities to participate in two-way, meaningful communication with Frontier staff with regard to student learning and building a positive school culture (involvement of school activities).

Identified Need

Frontier continues to improve communication with our community. We will continue to provide a variety of opportunities (parent/teacher conferences, SSC, DPAC, ELAC, Title 1) for parents to collaborate, provide feedback, and input on school issues and topics. It is also important for the Frontier community to connect with the staff and school through PTC events. PTC is an important partner in providing our parents with school involvement activities.

** Due to current Covid 19 safety mandates, all events will be revised to address safety protocols.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Sign-in sheets/Raptor System Reports	Identify number of parent sign-ins through Raptor System	Increase the number of parents checking in to school functions
School Site Council	Election of Members and Training (Roster) SSC Meeting Agendas & Minutes	At least 4 meetings will be held annually. Meetings will have an agenda and minutes will be documented. Agendas will be posted outside of office.
Parent-Teacher Conferences	Review Parent Sign-in Sheets	100% Parent Attendance at Parent Conferences
Parent Bulletins and Informational Fliers	Copy of School Bulletins and fliers are collected and saved in office. Bulletins provide reminders and information about upcoming events and opportunities for parent volunteering.	Increase the number of parent volunteers and attendance of school events.
Annual Parent Survey	20-21 Parent Survey	Increase the amount of Parent completion of survey by offering a variety of methods

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		for completing (online, hard copy sent home)
Frontier Parent-Teacher Club	Monthly meeting sign-in sheets, agendas, and minutes.	Increase parent volunteers and attendance of PTC school activities.
Infinite Campus Parent Messaging System: Automated phone calls, emails, and text messages	Blackboard reports of message usage	Increase messages that are communicated to parents.
Frontier School Events: Read Across America, Awards Assemblies, Back to School Night, Oral Interpretation, Spring Open House, Talent Show	Review attendance Raptor reports	Increase attendance to FES events.

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

FES Parent Meetings - SSC, Parent-Teacher Conferences, PTC meetings
FES Parent Communication - Raptor System, Annual Parent Surveys, Bulletins and informational fliers
FES Parent Participation - Volunteer Packets, Sign-in sheets

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

All strategies for achieving Goal 3 were implemented. Frontier is maintaining communication with the community about important school information, events, and meetings. Frontier continues to have consistent parent participation at school events and meetings. School staff and the Parent Teacher Club worked collaboratively to provide opportunities for families to be involved during school hours and after school hours.

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

There were no differences between strategies that were planned and implemented during the 20-21 school year. However, due to the COVID-19 pandemic , all school events were revised to address current safety mandates.

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.

** Due to current Covid 19 safety mandates, all events will be revised to address safety protocols.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Ensure that all students are educated in an academically-focused, bully-free, caring environment while developing a connection with their community. Implement the PBIS program schoolwide with all students and staff actively involved. Focus activities toward teaching students to exhibit healthy school behaviors, encourage participation in donation drives for the community, provide students with opportunities to adopt leadership roles, and welcome families on campus to play an active role in their child's education. Our goal is to create a positive, encouraging atmosphere among students, staff, and families.

Identified Need

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)

Frontier Parent Group

Strategy/Activity

4.1 Family Activity Nights, PTC Meetings, Fall Festival, Parent information/Education Nights

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

Amount(s)	Source(s)

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

4.2 Continue to utilize PBIS program schoolwide/Ongoing review once we have reached gold level

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)
100.00	LCFF - Supplemental 4000-4999: Books And Supplies PBIS Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Frontier Parent PTC

Strategy/Activity

4.3 Active parent club/Parent advisory participation

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.4 Anti-Bully Pledge/Anti-Bullying Assemblies/Character Counts Program

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

Students in grades 4-5

Strategy/Activity

4.5 Buddy Squad opportunities for students to increase student responsibility and leadership.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

4.6 Character Counts Assemblies, Mustang Spirit Recognition, and Mustang of the Month Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the Covid-19 pandemic and the safety mandates implemented at Frontier, many mass gathering events were cancelled during the 20-21 school year. However, the parent group (PTC) was able to hold some events/fundraisers virtually for families. Unfortunately, the school site was unable to hold rallies or assemblies in person. Some events were scheduled virtually to include students participating in the virtual instructional program. Buddy squad was revised to ensure that safety guidelines were implemented. However, the school site was able to hold certain events virtually (Morning announcements, Christmas Sing Along, Talent Show). Teachers were able to present anti-bullying information in the classroom as well as activities.

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

Many of the differences were due to the Covid 1- safety mandates implemented. Frontier also had to revise many events to include a virtual component so that students participating in the virtual instructional program could have access to viewing/participating in the events.

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.

Events will continue to be revised based on current Covid 19 safety mandates.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

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.

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	$98,991.22
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$130,087.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$98,991.00

Subtotal of additional federal funds included for this school: $98,991.00

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 ($)
LCFF - Supplemental	$30,351.00
Parent-Teacher Association (PTA)	$0.00
Unrestricted	$745.00

Subtotal of state or local funds included for this school: $31,096.00

Total of federal, state, and/or local funds for this school: $130,087.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	30,351.00
Parent-Teacher Association (PTA)	0.00
Title I Part A: Allocation	98,991.00
Unrestricted	745.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,986.00
2000-2999: Classified Personnel Salaries	10,332.00
3000-3999: Employee Benefits	32,824.00
4000-4999: Books And Supplies	945.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,800.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,332.00
3000-3999: Employee Benefits	LCFF - Supplemental	6,019.00
4000-4999: Books And Supplies	LCFF - Supplemental	200.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	72,186.00

| 3000-3999: Employee Benefits | Title I Part A: Allocation | 26,805.00 |
| 4000-4999: Books And Supplies | Unrestricted | 745.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,987.00
Goal 2	0.00
Goal 4	100.00

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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 2, 2021.

Attested:

Signature	
[signature: Tenci Murillo-Brown]	Principal, Tenci Murillo-Brown on 12-02-21
[signature: Amy Gamble]	SSC Chairperson, Amy Gamble on 12-02-21

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tenci Brown	Principal
Rebecca Woods	Classroom Teacher
Amy Gamble	Classroom Teacher
Jillian Coehlo	Classroom Teacher
Paij Collins	Parent or Community Member
Pablo Rovere	Parent or Community Member
Kim Tritz	Parent or Community Member
Dawn Ransdell	Parent or Community Member
Mohammed Mallik	Parent or Community Member
Melanie Toth	Other School Staff

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

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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