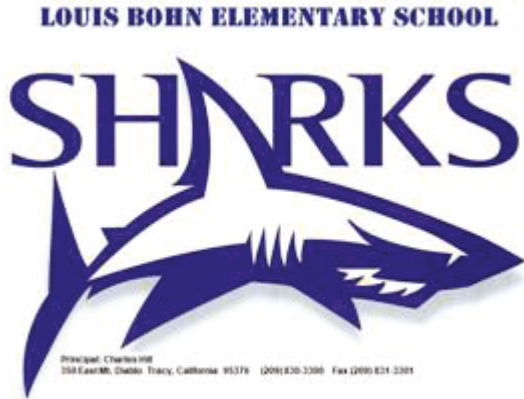


School Year: 2022-23



# 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
Louis Bohn Elementary School	39-75499-6110530	April 26, 2022	

## 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 School Plan for Student Achievement (SPSA) fulfills the requirements of the school-wide Title I Program. This SPSA includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all educational partners.

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.

Our plan was created with input from all appropriate educational partner groups. At Bohn Elementary, our community engages in a collaborative process in the development of the SPSA on a yearly basis. It is essential to involve all members of our learning community to create a culture of achievement. Our goals contained in the SPSA are directly linked to Tracy Unified School District's (TUSD) Local Control and Accountability Plan (LCAP) goals. All LCAP goals contained in our SPSA directly support the Every Student Succeeds Act (ESSA) requirements to close academic

achievement gaps for all students. Educational partners were involved in a collaborative process in the development of the SPSA. Educational partners were involved in the 2022-2023 budget development process via meeting opportunities to dialogue and to solicit input. These included School Site Council (SSC), Staff Meetings, and Bohn's Site Lead Team meetings held routinely throughout the year. Our English Language Advisory Committee (ELAC) is embedded within our SSC per bylaws and election process via August 2020. We include review of our School Plan and review our site's data as a standing item at our SSC/ELAC, Staff Meetings, and Site Leadership Meetings.

SSC/ELAC: September 28, 2021; December 2, 2021; January 27, 2022; April

Lead Team Meetings: August 10, 2021; September 15, 2021; October 20, 2021; November 17, 2021; January 17, 2022; March 1, 2022

Site Staff Meetings: August 9, 2021; August 16, 2021; August 30, 2021; September 13, 2021; September 27, 2021; October 4, 2021; October 11, 2021; November 8, 2021; November 15, 2021; November 29, 2021; December 6, 2021; December 13, 2021; January 3, 2022; January 10, 2022; January 31, 2022; February 7, 2022; March 7, 2022; March 21, 2022; March 28, 2022; April 4, 2022; April 11, 2022; May 9, 2022.

# 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).

We used the results from 2021-22 LCAP survey to seek input from all educational partners in decision making to build relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. The results of the surveys help us plan and modify future goals, actions, and services in the LCAP. We used data from the Climate and Safety Data from LCAP and we will also use data from FastBridge assessments which were administered three times throughout the 2021-22 school year (October 2021; December 2021; March 2022). The FastBridge diagnostics assessed math and ELA skills, and social-emotional needs of our student body. We also used additional surveys such as our staff survey on our annual goals and annual survey on principal effectiveness to plan, update, and modify our SPSA to reflect the most recent current reality of students' academic performance and social-emotional needs as evidenced by data on student achievement, school attendance, and suspension rates.

LCAP: (UPDATE for 2022-23)

Student Groups (4th and 5th graders) - 2.34% English and 2.56% Spanish completion rates as part of the total district with a total of 91 responses

Staff/Teachers - 5.11% completion rates as part of the total district with a total of 36 responses out of 45 total staff (80% of our entire staff)

Parents/Community Members - 3.11% English and 2.56% Spanish completion rates as part of the total district with a total of 22 responses

### LCAP Educational Partner Results - 2022

Bohn's School Climate

Number of responses

#### Parents - Climate

Strongly Agree	Agree	Total	Percent	
Q8	23.00	15.00	39.00	97.44% This school motivates students to learn (From 2021 - An increase of 23.91%)
Q14	17.00	17.00	35.00	97.14% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - An increase of 21.38%)
Q26	20.00	13.00	33.00	100.0% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 12.9%)
Q30	14.00	17.00	31.00	100.0% This school communicates the importance of respecting all cultural beliefs and practices (From 2021 - An increase of 22.58%)
Q33	10.00	15.00	25.00	100.0% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s) (From 2021 - An increase of 6.7%)
Q33	13.00	12.00	25.00	100.0% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal (From 2021 - An increase of 23.08%)
Q34	2.00	6.00	8.00	100.0% The school staff responds to me in a timely manner (From 2021 - An increase of 9.68%)
Q35	4.00	4.00	8.00	100.0% The school office staff is friendly and professional (From 2021 - An increase of 6.45%)
123.00	118.00	243.00	98.18%	(From 2021 - An overall increase of 14.78%)

#### Students - Climate

Strongly Agree	Agree	Total	Percent	
Q6	26.00	26.00	58.00	89.66% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - An increase of 6.68%)
Q28	21.00	27.00	53.00	90.57% This school communicates the importance of respecting all cultural beliefs and practices (From 2021 - An increase of 9.25%)

Q30	21.00	21.00	47.00	89.36%	My teachers recognize the good work I am doing (From 2021 - A decrease of 5.62%)
Q31	25.00	16.00	46.00	89.13%	This school motivates students to learn (From 2021 - A decrease of 6.57%)
Q32	15.00	20.00	35.00	81.40%	The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 6.13%)
Q39	19.00	12.00	41.00	87.80%	I feel comfortable working with classmates and participating in class (From 2021 - A decrease of 2.52%)
Q40	19.00	14.00	38.00	86.84%	This school has a climate that fosters a feeling of safety, security, and support at school (From 2021 - A decrease of 2.97%)
151.00	136.00	326.00	88.04%	(From 2021 - Overall a decrease of 1.73%)	

#### Staff - Climate

Strongly	Agree	Total	Percent	
Q6	3.00	6.00	10.00	90.00% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - A decrease of 5.83%)
Q18	3.00	7.00	10.00	100.0% Members of the school/department collaborate to achieve our school goals (From 2021 - An increase of 4.17%)
Q21	5.00	4.00	10.00	90.00% The buildings and grounds at this school are clean and well maintained (From 2021 - A decrease of 10%)
Q22	4.00	4.00	10.00	80.00% This school/department communicates the importance of respecting all cultural beliefs and practices (From 2021 - A decrease of 20%)
Q23	3.00	7.00	10.00	100.0% I am treated with respect by my colleagues at work (From 2021 - An increase of 4.17%)
Q24	2.00	6.00	9.00	88.89% Staff members at this school are recognized appropriately for their efforts and accomplishments (From 2021 - A decrease of 6.94%)
Q25	1.00	8.00	9.00	100.0% Our district ensures effective communication across the organization (From 2021 - An increase of 16.67%)
21.00	42.00	68.00	92.65%	(From 2021 - Overall a decrease of 2.59%)

Overall, our positive feedback from students, parents, and staff averages 92.95% (an increase of 4.64% from 2021-22) regarding school climate. The largest overall growth was with parents whose school climate responses increased by 14.78% from the previous year.

One of the greatest areas of growth in the parent survey were the following questions: Question 8: "The school motivates students to learn" - 23.9% increase from the previous year; Question 33: "If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal" - 23.08% increase from the previous year; Question 30: "This school communicates the importance of respecting all cultural beliefs and practices" 22.58% increase from the previous year; Question 14: "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality" - 21.38% increase from the previous year.

One of the greatest areas of growth in the student survey were the following questions: Question 28: The school communicates the importance of respecting all cultural beliefs and practices - 9.25% increase from the previous year; Question 6: "This school encourages all students to do challenging work regardless of their gender, race, ethnicity, or nationality" - 6.68% increase from the previous year.

#### SAFETY

Number of responses

##### Parents - Safety

Strongly	Agree	Total	Percent	
Agree				
Q26	23.00	14.00	37.00	100.0% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 12.9%)
Q28	22.00	11.00	33.00	100.0% My child is safe on school grounds before school (From 2021 - An increase of 17.86%)
Q28	17.00	15.00	33.00	96.97% My child is safe on school grounds during the day (From 2021 - An increase of 7.31%)
Q28	16.00	17.00	33.00	100.0% My child is safe on school grounds in the classroom (From 2021 - An increase of 13.79%)

Q28	15.00	14.00	29.00	100.0%	My child is safe on school grounds after school (From 2021 - An increase of 19.23%)
Q29	13.00	12.00	25.00	100.0%	The rules of this school are clearly communicated to parents (From 2021 - An increase of 9.68%)
106.00	83.00	190.00	99.47%	(From 2021 - Overall an increase of 13.26%)	

#### Students - Safety

Strongly Agree	Agree	Total	Percent	
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Q32	15.00	16.00	38.00	81.58%	The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 6.31%)
Q35	19.00	14.00	38.00	86.84%	I feel safe while attending class virtually and/or in person (From 2021 - A decrease of 7.78%)
Q36	14.00	13.00	35.00	77.14%	I feel safe from gang activity and gang violence at school (From 2021 - A decrease of 4.58%)
Q38	18.00	15.00	33.00	100.0%	I know the school rules (From 2021 - An increase of 4.3%)
66.00	58.00	144.00	86.11%	(From 2021 - Overall a decrease of 0.72%)	

#### Staff - Safety

Strongly Agree	Agree	Total	Percent	
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Q19	4.00	5.00	9.00	100.00%	My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation (From 2021 - No Change)
Q20	3.00	6.00	9.00	100.00%	My workplace is safe (From 2021 - No Change)
Q21	5.00	3.00	9.00	88.89%	The buildings and grounds at this school are well maintained (From 2021 - A decrease of 11.11%)
12.00	14.00	27.00	96.30%	(From 2021 - Overall a decrease of 3.7%)	

Overall, our positive feedback from students, parents, and staff averages 93.96% regarding school safety (an increase of 2.95% from the previous year). The largest overall growth was with parents whose safety responses increased by 13.26% from the previous year.

One of the greatest areas of growth in the parent survey were the following questions: Question 28d: "My child is safe on school grounds after school" - 19.23% increase from the previous year; Question 28a: "My child is safe on school grounds before school" - 17.86% increase from the previous year; Question 28c: My child is safe on school grounds in the classroom - 13.79% increase from the previous year.

On the student safety responses, there was relatively little change. Students decreased in percentages from the previous year on questions pertaining to safety in class and gang violence at school.

Based on our survey results, we are making positive growth regarding school climate and safety. We are continuing our work at providing students with SEL support while continuing to ensure they feel supported by the school and staff.

## Classroom Observations

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

Teachers are observed for the formal and informal evaluation process every other year, or twice in five years depending on their prior evaluations and time in the district. We also conduct routine classroom observations. With having a small core group of seventeen teachers, we are fortunate to be able to average getting into all classrooms each week. Our types of classroom observations include walk through observations, and formal and informal classroom observations. We have seen students grow and develop from the previous year through our observations and teachers and support staff are making impacts on their students lives. This year, we have started to implement a tiered approach to intervention during the school day and after school. During the day, our paras support individual or grade-level teachers

through in class support or pull-out support and after school our interventions are for students that are a grade-level or more behind in ELA and Math.

This year, we have observed a great collaboration of teaching practices. Teachers formally meet weekly for a PLC time. We extended the time in PLC from 30 minutes to at least 45-60 minutes. Although this limited our time as an entire staff, the time spent was needed and fully utilized by the teachers. During their PLCs teachers discuss unit planning, types of intervention, instructional strategies, and formative/summative assessments. It is not uncommon to walk into one grade-level class and see the same concept presented to a different group of students in another room. This demonstrates that our teachers are working together and discussing lesson planning during their day and during their PLC time.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The lower and uneven participation rates require that data interpretations regarding the 2020–21 ELA, mathematics, and science assessment results be made with explicit caution, keeping in mind the specific context and conditions of the learning experience at our school and district. In order to bridge this data gap, our teachers used local assessments from FastBridge three times throughout the year to gauge student growth on ELA, Mathematics, and Social-Emotional Health. Our 2nd-5th grade teachers gave FastBridge Assessments in October, December, and March. We had professional development on how the types of reports to run and how to use these reports with individual students. This year, we used local formative and summative assessments to guide and modify instruction and improvement for student achievement, identify intervention needs and set measurable goals across all subgroups.

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

For the 2021-22 school year, Bohn teachers have been given 45-60 minutes of time to meet with their PLCs and engage in the PLC process which includes: Creating/Modifying Learning Targets; Assessment Evidence; Instructional Response (Intervention). The time for PLC was increased because the 30 minutes provided in the past was not enough time for teachers to discuss planning, interventions, and reteaching. The questions that guide our PLCs are: What do we expect students to learn?; How will we know they have learned it?; What will we do when they don't learn?; What will we do when they do learn? In the 2022-23 school year, we will continue to meet for 45-60 minutes because of the types of interventions that our teachers are creating.

In ELA and Math, we have given the benchmark assessments, which have been proven to be reliable indicators of student success with CAASPP in our district. We use our students' results to design Tier I, Tier II, and Tier III interventions in each grade-level. Our para-professionals assist in the instruction of students in need, either on the current standards (Tier 2) or because of a learning deficit (Tier 3).

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2021-22 school year, we have 19 teachers on staff, with 2 teaching at other sites. 15 of our teachers have a full credential and 4 are teaching without a full credential and/or are interns. We do not have any teachers teaching outside of their subject area of competence. Our 4 probationary teachers receive continued support through TUSD's TTIP program. Our intern teachers work with their practicum supervisors as part of their credentialing process.



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

79% of Bohn teaching staff are fully credentialed. The four teachers who are not fully credentialed are in the intern program working towards full credential in special education and general education. All teachers and students have access to instructional materials that are aligned to California content standards.

We use Wonders (TK-5) textbook for English Language Arts which was adopted in 2017.

We use My Math, McGraw-Hill (K-5 traditional) textbook for math which was adopted in 2014.

For science, our staff and students have access to California Science (K-5) which was adopted for science in 2008.

However, we are using integrated STEM/ELA Units of Study based on NGSS through AdvanceSTEM, so the textbooks are used for supplemental background reading/information. Next year (2022-23) our district has purchased new science curriculum from Houghton Mifflin Harcourt (California Science Dimensions). Next year, our district will provide professional development on the latest approved curriculum.

We use Savvas myWorld Interactive Social Studies program which was recently adopted this year in 2020.

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

This school year (2022-23) students attended school all year. Due to the this change from the previous year (synchronous & asynchronous online work) we focused on relationships with our students to engage our students. All students were provided access to laptops and required curriculum. Our goal was to provide our students with a caring environment with effective curricular strategies to help fill the deficits from the previous year. Teachers gave their students formative assessments through FastBridge on ELA, Math, and Social-Emotional skills. Other formative assessments created by our district, site, and/or teachers were given to students. The assessments gave teachers information on where their students were and the skills needed. The FastBridge assessments were given in October, December, and March.

This year, our district focused on STEM learning for all students. At our site, we had multiple site professional developments, and there were a few district professional developments on STEM learning. Bohn Elementary and another elementary school had a joint professional development day on STEM learning.

Bohn Elementary aligns school-based professional development opportunities towards sustaining our PLC process. We incorporate a cycle for continuous improvement, based on identifying key learning targets, analysis of common formative assessments, and timely support. We have five annual staff buy-back days as well as early release Mondays that have allowed for ongoing staff development to assist with student success in the classroom. Training and professional development takes place in staff meetings where staff members share best practices and strategies and collectively engage in their Professional Learning Communities (PLC). Our weekly Early Release Mondays support our teachers' professional development and meaningful learning experiences for all of our students. The teaching practices and strategies we use are designed purposefully to facilitate student-centered learning while focusing on integrating curriculum for active learning opportunities to occur.

Highlights we are focusing on this year include:

- This year's focus was on "relationships" with students. Relationships is a part of the Rigor, Relevance, and Relationships rubrics.
- STEM learning: Sense-Making Notebooks; Computational Artifacts; Engineering
- Interventions in a Multi-Tiered Support System
- FastBridge Assessments and understanding the data
- Special Education presentation - Understanding our students needs
- Mental Health of students
- Unconscious Bias Training

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

This year we worked with our District's instructional coach and had training from the San Joaquin County Office of Education.

1. District Instructional Coach: We worked with Amanda Bailey our TOSA (Teacher on Special Assignment) to provide targeted STEM professional development. The STEM professional development focused on high-leveraging instructional strategies to increase academic language, inquiry-based questions, and students using sense-making notebooks. Also, our TOSA worked with new teachers on our site on such standards as: Standard 1: Engaging & Supporting All Students in Learning; Standard 2: Creating & Maintaining an Effective Environment for Learning; Standard 3: Understanding and Organizing Subject Knowledge; Standard 4: Planning, Designing and Delivering Learning Experiences for all Students; Standard 5: Assessing Student Learning.

2. San Joaquin County Office of Education: This year, Bohn Elementary and another elementary school had a joint Buy-Back Day in January. On that day, STEM design and instructional strategies were demonstrated by the County instructors and the strategies were attempted by the teachers.

We had a site STEM Implementation Team at Bohn Elementary. Its role, along with Bohn's Leadership Team, was to provide ongoing guidance and support towards our effective implementation of STEM based instruction consistent with the grant parameters.

We have also continued our collaborative professional development work with our ICLE coach using the Rigor, Relevance, Engagement, and Relationships as our pillar for all academic decisions made at our site. This year, the ICLE coach worked extensively with the principal and met with the leadership team on such issues as current data and future goals for the site.

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

Teachers collaborate every Monday, either in PLCs, site based professional development, or district professional development. Additionally, each grade level meets at least once a week for 45-60 minutes for Professional Learning Communities. As explained above, it was important to give more time to the teams to plan and look at current assessment data. Therefore, the time was doubled from 30 minutes to 60 minutes. This meant that there was less time to discuss site issues, but the site agreed to send emails for the items that did not need a discussion.

During the school day teachers have agreed to share students. For example, our Kindergarten classes share teachers: In the morning the Kinder PM teacher assists with student learning and in the afternoon the Kinder AM teacher assists with student learning. In our second grade, students are distributed by reading needs and placed in a high reading, medium reading, and high needs reading group. Each trimester, the groups are reassessed and students have the ability to move up to the next group.

We have made the commitment for every one of our PLC Leadership and Staff Meetings to be based on learning leadership and school improvement. We see the need to create a guaranteed and viable curriculum where essential skills are committed to systematically. With the time given to teachers during their PLCs, there was agreement on the what standards were to be taught, but freedom and independence in how the content was to be taught. As our survey results indicate, parents and students understand that our teachers have high expectations for students in learning achievement and give challenging work to our students.

Our PLC collaborative culture at Bohn is tight around the mission to ensure high levels of learning for all students, a vision for the future, and collective commitments. Together, our community of learners collaborate regarding planning, organizing, and decision making. All voices in the PLC are needed and respected. The open communication provides time for teachers to ask how a class teaches a current standard and when to give summative assessments.

## Teaching and Learning



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

Our staff uses standard-aligned curriculum, instruction and materials to meet content and performance standards. Additionally, our staff uses results from regular common formative assessments as the foundation for rigorous curriculum and instruction. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning. The PreK-12 AdvanceSTEM projects links and integrates multiple disciplines within the core curriculum. PreK-12 STEM's strategy is to engage all students in meaningful STEM learning aligned horizontally (across curriculum, instruction and assessment at all grade levels) and vertically (across the PreK-12 span) through the appropriate CA standards. For TUSD, STEM is focused on science, engineering and computer science standards.

This emphasis places STEM in the core fabric of the schools and district. It necessitates rethinking the school curriculum and instruction. PreK-12 STEM fundamentally changes the curriculum and prepares TUSD teachers to guide every student through project-based, interdisciplinary instruction that integrates engineering, computer science, math, science, and English language arts for all students, including English learners (ELs).

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

We ensure that Bohn Elementary staff provides all the mandated instructional minutes for both PE instruction, as well as, EL designated support minutes. Our Kindergarten through Fifth Grade Students are guaranteed:

- PE Instructional Minutes 200 minutes every two weeks for our K-5 students (averaging 20 minutes of PE per day). Due to students being on distance learning, these numbers have changed as the state has waived the guidelines for this school year. We believe that Physical Education is a staple in a students development and have prioritized time for all students. Every Student still provided two weeks of synchronous physical education activities every 3 months as well as daily asynchronous activities.
- Designated 30 minutes of ELD instructional minutes each day or 150 minutes per week. The intent of Designated ELD as a core subject area is to accelerate English language learning in strategic ways by interacting in meaningful ways and learning about how English works, through robust and contextualized instruction, guided by the CA ELD standards Integrated ELD instruction – including small-group ELA instruction for ELs –does not replace Designated ELD instruction for English Learners.

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

We use State Board of Education (SBE) adopted English language arts and mathematics instructional materials, including intervention materials. Our elementary school and district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student.

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

All students have access to standards based 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 students have access to standards-aligned courses and materials. All students have intervention/enrichment opportunities built into our school day with fully credentialed teachers and paraprofessionals to support students' needs. We also offer Tier 3 intervention for students that have deficits in their learning for basic reading and math skills.

## Opportunity and Equal Educational Access

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

Intervention is provided to struggling students a minimum of thirty minutes, 5 days a week. The intervention is built into the master schedule as well as after school. We schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families. For the 2022-23 school year, Bohn Elementary will be partnering with Boys & Girls Club.

Evidence-based educational practices to raise student achievement

Utilizing Rigor, Relevance, Engagement, and Relationships, PLCs, RCD units, STEM/ELA project based learning, and designated and integrated ELD are all part of our school and work toward meeting the needs of our students.

## Parental Engagement

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

Bohn Elementary School is a Title I school that uses its resources to fund paraprofessionals (EL paraprofessional and four general paraprofessionals) to help provide intervention and English Learners support. The funds allow us to give targeted intervention for students and professional development for staff. We created a Bilingual Parent/Community Lending Library.

Additionally we have partnered with Axis Community Health to support our students social-emotional needs. The City of Tracy After School Program is offered to families who are interested in these community resources.

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)

Parent Liaison support/education/outreach, Student Success Team, ELAC/SSC, Title I Parent Reps, PTO.

## Funding

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

All students have access to daily intervention and ELD support. Intervention is push-in and pull-out model. Additionally, we were able to offer STEM for all students, professional development training, 4 three hours para professionals to assist teacher led interventions for at-risk students, ELPAC/EL Coordinator, Student Incentives and activities to increase student attendance for students at-risk for chronic absenteeism, and parent communication and translation services

Fiscal support (EPC)

We have Title I, Targeted (SES/EL/FY), Targeted EL supports.

## 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

Educational partners were involved in a collaborative process in the development of the SPSA. Educational partners were involved in the 2020-2021 budget development process via meeting opportunities to dialogue and to solicit input. These included SSC/ELAC, PTO, Staff Meetings and Bohn's Leadership Team. Our ELAC is embedded within our SSC per bylaws and election process via August 2021. We include review of our School Plan and diving into our site's data as a standing item at our SSC/ELAC, Staff Meetings, and Leadership Meetings. Due to the pandemic and social distancing guidelines, we were unable to hold parent cafes and formalized parent information nights in person.

SSC/ELAC: September 28, 2021; December 2, 2021; January 27, 2022; April

Lead Team Meetings: August 10, 2021; September 15, 2021; October 20, 2021; November 17, 2021; January 17, 2022; March 1, 2022

Site Staff Meetings: August 9, 2021; August 16, 2021; August 30, 2021; September 13, 2021; September 27, 2021; October 4, 2021; October 11, 2021; November 8, 2021; November 15, 2021; November 29, 2021; December 6, 2021; December 13, 2021; January 3, 2022; January 10, 2022; January 31, 2022; February 7, 2022; March 7, 2022; March 21, 2022; March 28, 2022; April 4, 2022; April 11, 2022; May 9, 2022.

## Resource Inequities

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

Paraprofessional/SPED paraprofessional training (not equitable for our classified staff as they are not regularly included in our Monday ERM professional development trainings). Paras have been included in buy-back days and some staff development days this year.

# 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%	%		0	
African American	7.38%	6.74%	8.5%	31	26	32
Asian	7.62%	8.03%	10.6%	32	31	40
Filipino	5.24%	3.89%	4.0%	22	15	15
Hispanic/Latino	52.86%	55.44%	53.2%	222	214	201
Pacific Islander	0.71%	1.04%	1.1%	3	4	4
White	20.71%	19.69%	17.2%	87	76	65
Multiple/No Response	5.48%	5.18%	5.6%	23	20	21
Total Enrollment				420	386	378

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	70	56	49
Grade 1	50	59	62
Grade 2	94	46	61
Grade3	63	89	53
Grade 4	64	65	95
Grade 5	79	71	58
Total Enrollment	420	386	378

### Conclusions based on this data:

1. Our largest sub-group is Hispanic students, followed by White, Asian, and African-American students.
2. We have a higher number of fourth graders last year compared to other grades. This group is our current fifth graders which has increase how many homerooms we have in that grade level.
3. Overall, we have a steadily declining enrollment.

# 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	110	87	93	26.2%	22.5%	24.6%
Fluent English Proficient (FEP)	22	19	23	5.2%	4.9%	6.1%
Reclassified Fluent English Proficient (RFEP)	16	6	2	12.7%	5.5%	2.3%

### Conclusions based on this data:

1. Our percentage of identified English Learners has remained around 25%
2. Our number of FEP (Fluent English Proficient) has remained steady.
3. Our percentage of reclassified students has decreased.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	67	54	73	66	51	73	66	51	98.6	98.5	94.4
Grade 4	80	64	89	77	63	86	77	63	86	96.3	98.4	96.6
Grade 5	78	82	57	76	80	55	76	80	54	97.4	97.6	96.5
All Grades	232	213	200	226	209	192	226	209	191	97.4	98.1	96.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2409.	2406.	2354.	15.07	16.67	3.92	26.03	28.79	15.69	31.51	25.76	25.49	27.40	28.79	54.90
Grade 4	2434.	2433.	2407.	16.88	11.11	6.98	22.08	20.63	12.79	10.39	28.57	27.91	50.65	39.68	52.33
Grade 5	2414.	2425.	2441.	5.26	6.25	5.56	9.21	21.25	20.37	23.68	18.75	27.78	61.84	53.75	46.30
All Grades	N/A	N/A	N/A	12.39	11.00	5.76	19.03	23.44	15.71	21.68	23.92	27.23	46.90	41.63	51.31

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.92	28.79	1.96	54.79	36.36	58.82	23.29	34.85	39.22
Grade 4	20.78	17.74	12.79	36.36	53.23	56.98	42.86	29.03	30.23
Grade 5	6.58	12.50	7.41	35.53	37.50	59.26	57.89	50.00	33.33
All Grades	16.37	19.23	8.38	42.04	41.83	58.12	41.59	38.94	33.51

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.85	10.61	7.84	56.16	59.09	39.22	36.99	30.30	52.94
Grade 4	15.79	9.68	1.16	38.16	53.23	53.49	46.05	37.10	45.35
Grade 5	5.26	10.00	11.32	27.63	36.25	50.94	67.11	53.75	37.74
All Grades	9.33	10.10	5.79	40.44	48.56	48.95	50.22	41.35	45.26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.85	10.61	0.00	72.60	68.18	76.47	20.55	21.21	23.53
Grade 4	16.88	6.35	5.81	55.84	71.43	68.60	27.27	22.22	25.58
Grade 5	5.26	7.50	5.66	53.95	52.50	67.92	40.79	40.00	26.42
All Grades	9.73	8.13	4.21	60.62	63.16	70.53	29.65	28.71	25.26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.55	21.21	3.92	54.79	46.97	70.59	24.66	31.82	25.49
Grade 4	19.48	12.90	4.65	46.75	54.84	65.12	33.77	32.26	30.23
Grade 5	6.58	12.50	7.41	39.47	30.00	55.56	53.95	57.50	37.04
All Grades	15.49	15.38	5.24	46.90	42.79	63.87	37.61	41.83	30.89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Our third grade students from 18-19 compared to our 5th grade students from 20-21, demonstrated a decline in percentage of students that met or exceeded standards.
2. Our reading, writing, and research all show similar results to our overall data. Above standard % has fallen from 17-18 to 20-21; Below standard % has fallen from 17-18 to 20-21.
3. 50% of students scored "not meeting standards" overall for the 20-21 school year.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	67	54	73	67	51	73	67	51	98.6	100	94.4
Grade 4	80	64	89	76	63	86	76	63	86	95	98.4	96.6
Grade 5	78	82	57	76	80	52	76	80	52	97.4	97.6	91.2
All Grades	232	213	200	225	210	189	225	210	189	97	98.6	94.5

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2423.	2395.	2360.	17.81	10.45	7.84	31.51	26.87	9.80	24.66	23.88	29.41	26.03	38.81	52.94
Grade 4	2432.	2448.	2409.	10.53	4.76	4.65	18.42	30.16	10.47	39.47	39.68	36.05	31.58	25.40	48.84
Grade 5	2417.	2433.	2418.	5.26	5.00	1.92	1.32	11.25	11.54	17.11	18.75	28.85	76.32	65.00	57.69
All Grades	N/A	N/A	N/A	11.11	6.67	4.76	16.89	21.90	10.58	27.11	26.67	32.28	44.89	44.76	52.38

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.14	22.39	11.76	34.25	29.85	25.49	35.62	47.76	62.75
Grade 4	18.42	17.46	3.49	32.89	46.03	40.70	48.68	36.51	55.81
Grade 5	5.26	10.00	1.92	19.74	18.75	25.00	75.00	71.25	73.08
All Grades	17.78	16.19	5.29	28.89	30.48	32.28	53.33	53.33	62.43

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.03	16.42	11.76	45.21	47.76	35.29	28.77	35.82	52.94
Grade 4	13.16	14.29	5.81	52.63	55.56	46.51	34.21	30.16	47.67
Grade 5	5.26	3.75	5.77	22.37	31.25	46.15	72.37	65.00	48.08
All Grades	14.67	10.95	7.41	40.00	43.81	43.39	45.33	45.24	49.21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.29	17.91	7.84	60.27	53.73	54.90	16.44	28.36	37.25
Grade 4	22.37	17.46	5.81	32.89	46.03	58.14	44.74	36.51	36.05
Grade 5	3.95	6.25	0.00	26.32	38.75	73.08	69.74	55.00	26.92
All Grades	16.44	13.33	4.76	39.56	45.71	61.38	44.00	40.95	33.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall, there was a decrease in percentage from 18-19 3rd graders compared to 5th graders 20-21 scores in "Exceeding" and "Meeting" Standard.
2. Overall, 50% of students did not meet mathematic standards in 2020-21.
3. Problem-Solving was the area that students scored the highest percentage on exceeding standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1422.6	1418.7	1450.8	1437.7	1427.4	1455.0	1387.0	1398.3	1441.0	15	12	14
<b>1</b>	1424.3	1456.9	1440.8	1426.4	1465.6	1446.8	1421.8	1447.7	1434.2	23	18	12
<b>2</b>	1465.9	1465.1	1468.4	1451.1	1466.3	1458.7	1480.1	1463.4	1477.4	18	24	14
<b>3</b>	1501.2	1476.4	1479.9	1504.5	1464.7	1477.0	1497.5	1487.7	1482.0	17	15	22
<b>4</b>	1493.6	1528.4	1487.2	1483.6	1531.1	1486.9	1503.1	1525.4	1487.2	27	14	20
<b>5</b>	1508.0	1527.9	1498.9	1507.3	1526.8	1499.5	1508.2	1528.5	1497.9	23	24	13
<b>All Grades</b>										123	107	95

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	28.57	*	58.33	42.86	*	25.00	28.57	*	16.67	0.00	15	12	14
<b>1</b>	*	0.00	8.33	*	55.56	33.33	*	27.78	50.00	*	16.67	8.33	23	18	12
<b>2</b>	*	4.17	7.14	*	41.67	42.86	*	41.67	42.86	*	12.50	7.14	18	24	14
<b>3</b>	*	6.67	4.55	*	40.00	36.36	*	6.67	36.36	*	46.67	22.73	17	15	22
<b>4</b>	*	35.71	15.00	59.26	42.86	35.00	*	7.14	30.00	*	14.29	20.00	27	14	20
<b>5</b>	*	29.17	15.38	52.17	41.67	23.08	*	8.33	38.46	*	20.83	23.08	23	24	13
<b>All Grades</b>	20.33	13.08	12.63	41.46	45.79	35.79	21.14	20.56	36.84	17.07	20.56	14.74	123	107	95

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	8.33	28.57	*	50.00	50.00	*	25.00	21.43	*	16.67	0.00	15	12	14
<b>1</b>	*	27.78	8.33	*	44.44	33.33	*	22.22	50.00	*	5.56	8.33	23	18	12
<b>2</b>	*	12.50	7.14	*	50.00	50.00	*	25.00	35.71	*	12.50	7.14	18	24	14
<b>3</b>	*	26.67	18.18	*	20.00	45.45	*	20.00	27.27	*	33.33	9.09	17	15	22
<b>4</b>	*	50.00	40.00	51.85	35.71	35.00	*	7.14	15.00	*	7.14	10.00	27	14	20
<b>5</b>	47.83	54.17	30.77	*	16.67	30.77	*	12.50	15.38	*	16.67	23.08	23	24	13
<b>All Grades</b>	34.15	30.84	23.16	36.59	35.51	41.05	13.01	18.69	26.32	16.26	14.95	9.47	123	107	95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		0.00	28.57	*	41.67	14.29	*	50.00	50.00	*	8.33	7.14	15	12	14
<b>1</b>	*	5.56	8.33	*	38.89	33.33	*	27.78	41.67	*	27.78	16.67	23	18	12
<b>2</b>	*	0.00	7.14	*	37.50	42.86		45.83	21.43	*	16.67	28.57	18	24	14
<b>3</b>		0.00	4.55	*	33.33	22.73	*	33.33	36.36	*	33.33	36.36	17	15	22
<b>4</b>	*	14.29	0.00	*	42.86	40.00	*	21.43	30.00	*	21.43	30.00	27	14	20
<b>5</b>	*	8.33	0.00	*	25.00	15.38	*	41.67	38.46	*	25.00	46.15	23	24	13
<b>All Grades</b>	13.82	4.67	7.37	29.27	35.51	28.42	30.08	37.38	35.79	26.83	22.43	28.42	123	107	95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	16.67	35.71	*	58.33	64.29		25.00	0.00	15	12	14
<b>1</b>	*	55.56	33.33	*	38.89	58.33	*	5.56	8.33	23	18	12
<b>2</b>	*	12.50	14.29	*	75.00	78.57	*	12.50	7.14	18	24	14
<b>3</b>	*	13.33	18.18	*	60.00	68.18	*	26.67	13.64	17	15	22
<b>4</b>	*	42.86	45.00	55.56	42.86	45.00	*	14.29	10.00	27	14	20
<b>5</b>	47.83	12.50	23.08	52.17	66.67	53.85		20.83	23.08	23	24	13
<b>All Grades</b>	41.46	24.30	28.42	47.97	58.88	61.05	10.57	16.82	10.53	123	107	95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	16.67	21.43	*	66.67	71.43	*	16.67	7.14	15	12	14
<b>1</b>	*	5.56	8.33	*	77.78	75.00	*	16.67	16.67	23	18	12
<b>2</b>	*	20.83	14.29	66.67	66.67	78.57	*	12.50	7.14	18	24	14
<b>3</b>	*	26.67	31.82	*	46.67	59.09		26.67	9.09	17	15	22
<b>4</b>	55.56	64.29	35.00	*	21.43	45.00	*	14.29	20.00	27	14	20
<b>5</b>	56.52	66.67	61.54	*	16.67	15.38	*	16.67	23.08	23	24	13
<b>All Grades</b>	41.46	34.58	29.47	39.84	48.60	56.84	18.70	16.82	13.68	123	107	95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	14.29	*	91.67	78.57	*	8.33	7.14	15	12	14
<b>1</b>	*	22.22	8.33	*	50.00	58.33	47.83	27.78	33.33	23	18	12
<b>2</b>	*	0.00	7.14	*	70.83	85.71	*	29.17	7.14	18	24	14
<b>3</b>	*	0.00	4.55	*	60.00	45.45	*	40.00	50.00	17	15	22
<b>4</b>	*	7.14	15.00	51.85	57.14	50.00	*	35.71	35.00	27	14	20
<b>5</b>	*	12.50	0.00	65.22	62.50	53.85	*	25.00	46.15	23	24	13
<b>All Grades</b>	21.95	7.48	8.42	43.09	64.49	60.00	34.96	28.04	31.58	123	107	95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	58.33	35.71	*	33.33	42.86	*	8.33	21.43	15	12	14
<b>1</b>	*	5.56	8.33	52.17	77.78	66.67	*	16.67	25.00	23	18	12
<b>2</b>	*	4.17	14.29	*	83.33	42.86	*	12.50	42.86	18	24	14
<b>3</b>	*	6.67	9.09	64.71	80.00	72.73	*	13.33	18.18	17	15	22
<b>4</b>	*	21.43	0.00	55.56	64.29	75.00	*	14.29	25.00	27	14	20
<b>5</b>	*	12.50	7.69	69.57	75.00	69.23	*	12.50	23.08	23	24	13
<b>All Grades</b>	21.95	14.95	11.58	57.72	71.96	63.16	20.33	13.08	25.26	123	107	95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Levels 1, 2, and 3 revealed a slight decrease in the percentage of EL students
2. 38% of EL students scored at Level 4 or Level 3 in 2020-21.
3. Overall, the number of students tested fell by 20%.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
378	63.8	24.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	24.6
Foster Youth		
Homeless	17	4.5
Socioeconomically Disadvantaged	241	63.8
Students with Disabilities	98	25.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	8.5
American Indian or Alaska Native		
Asian	40	10.6
Filipino	15	4.0
Hispanic	201	53.2
Two or More Races	21	5.6
Native Hawaiian or Pacific Islander	4	1.1
White	65	17.2

### Conclusions based on this data:

- Our Hispanic students comprise 53.2% of the student population. Our White students comprise the second largest student group at 17.2% of the student population.

2. Our socioeconomically disadvantage students comprise 63.8% of the student population. We need to use the resources we have to meet the needs of these students.
3. Our English Learners comprise 24.6% of the student population.







## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Overall, our Suspension Rate is in the 'Orange' range, for the Condition and Climate category.
2. Overall, our Chronic Absenteeism is in the 'Orange' range, for the Academic Engagement category.
3. Overall, our English Language Arts scores are in the 'Orange' range and our Mathematics scores are in the 'Yellow' range for the Academic Performance category.

# School and Student Performance Data

## Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 45.2 points below standard Maintained ++1.8 points 190		 Yellow 46.6 points below standard Increased Significantly ++15.2 points 67		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 Yellow 60.4 points below standard Increased ++4.7 points 133		 Orange 101.1 points below standard Increased ++13.9 points 55	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 70.7 points below standard Declined Significantly -22 points 15	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 40.4 points below standard Increased ++8.5 points 11	<b>Filipino</b>  No Performance Color 25.3 points above standard 12
<b>Hispanic</b>  Yellow 51.8 points below standard Increased ++6.7 points 102	<b>Two or More Races</b>  No Performance Color 19.9 points below standard Declined -3.7 points 13	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange 48.9 points below standard Declined -10.6 points 36

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

<b>Current English Learner</b> 77.5 points below standard Increased Significantly ++17.4 points 46	<b>Reclassified English Learners</b> 21.1 points above standard Maintained ++1.6 points 21	<b>English Only</b> 43.9 points below standard Declined -5 points 119
---	---	--

#### Conclusions based on this data:

1. All of our Student Groups performed below grade level in English Language Arts, but they all improved their scores from the previous year; with our English Learners demonstrating the most growth. (Data is from 2019, not from 2021).
2. All of our Race/Ethnicity student groups performed below grade level except our Filipino students. Our Hispanic and Asian student groups improved their scores from the previous year. Our African American students significantly decreased their scores from the previous year. (Data is from 2019, not from 2021)
3. Our Current English Learners and Socioeconomic Disadvantaged students demonstrated a significant increase in their scores, but they are still performing below grade level. (Data is from 2019, not from 2021)

# School and Student Performance Data

## Academic Performance Mathematics

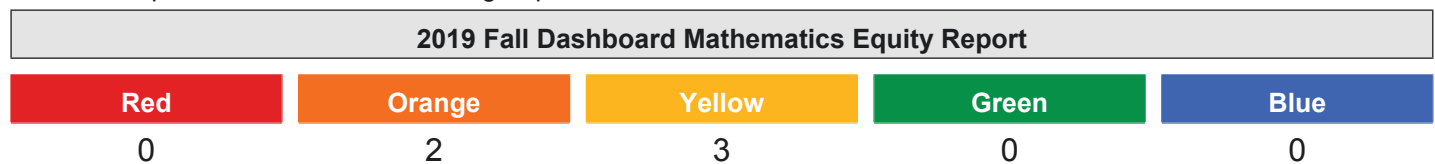
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 54.4 points below standard Increased ++3.8 points 191	 Yellow 63.8 points below standard Increased ++10.2 points 68	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 68.1 points below standard Increased ++8 points 133	 Orange 107.6 points below standard Increased ++4.5 points 55

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 83.4 points below standard Increased ++12.6 points 15	<b>American Indian</b> 	<b>Asian</b>  No Performance Color 37.5 points below standard Increased Significantly ++22.8 points 11	<b>Filipino</b>  No Performance Color 8.4 points below standard 12
<b>Hispanic</b>  Yellow 60.1 points below standard Increased ++8.8 points 102	<b>Two or More Races</b>  No Performance Color 37 points below standard Declined -14.9 points 13	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Orange 46.6 points below standard Declined -9.4 points 36

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

<b>Current English Learner</b> 93.5 points below standard Increased ++7.5 points 47	<b>Reclassified English Learners</b> 2.6 points above standard Increased ++10.3 points 21	<b>English Only</b> 49.3 points below standard Maintained ++0.1 points 119
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#### Conclusions based on this data:

1. All of our Student Groups performed below grade level in mathematics, but they all improved their scores from the previous year; with the English Learners Student Group demonstrating the most growth. (Data is from 2019, not from 2021).
2. Our Asian students demonstrated a significant increase in their scores, our African American students and our Hispanic students demonstrated an increase in their scores, while our White students and our students of Two or More Races declined in their math scores, from the previous school year (Data is from 2019, not from 2021).
3. Our Reclassified English Learners demonstrated the greatest increase in their math scores, from the previous year (Data is from 2019, not from 2021).



# School and Student Performance Data

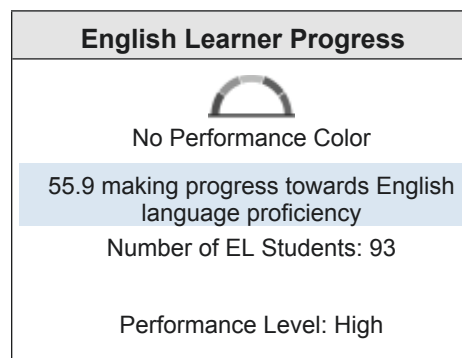
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.8	32.2	2.1	53.7

#### Conclusions based on this data:

1. Slightly more than half of our English Learners are making progress towards English Language proficiency. They demonstrated this by progressing at least one ELPI level from the previous year (Data from 2019, not from 2021).
2. Slightly more than 30% of our English Learners maintained their ELPI Level from the previous year, at Level 1, Level 2L, Level 2H, Level 3L, or Level 3H (Data is from 2019, not from 2021)
3. About 12% of our English Learners decreased one ELPI level from the previous year (Data is from 2019, not from 2021).

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

- 1. Bohn Elementary School is a K-5 school, therefore we have no data for the Academic Performance College / Career category.
- 2. NA
- 3. NA



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

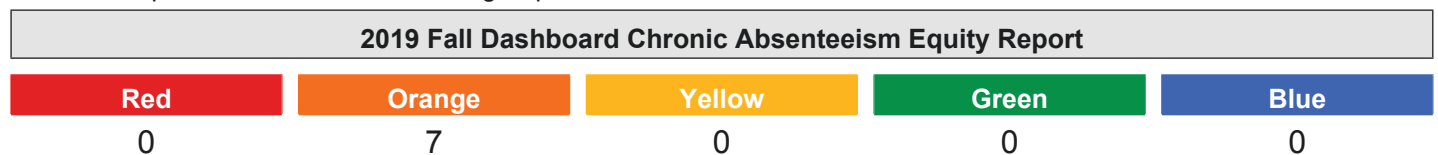
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 13.3 Increased +2.4 450	<b>English Learners</b>  Orange 10.3 Maintained -0.2 117	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 11.8 Declined -9.7 17	<b>Socioeconomically Disadvantaged</b>  Orange 15.1 Increased +1.4 299	<b>Students with Disabilities</b>  Orange 13.4 Increased +7.9 112

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 18.2 Increased +8.2 33	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Orange 11.8 Increased +2.4 34	<b>Filipino</b>  No Performance Color 0 Declined -10.7 22
<b>Hispanic</b>  Orange 13.3 Increased +0.7 241	<b>Two or More Races</b>  No Performance Color 25 Increased +20.2 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Orange 10.9 Increased +2.2 92

#### Conclusions based on this data:

- Overall, our school is at the 'Orange' performance level for Chronic Absenteeism, with all of our reported Student Groups and Race/Ethnicity groups reported in the 'Orange' range. Our kindergarten students have the greatest rate of chronic absenteeism according to Dataquest. (Data is from 2019, not from 2021)
- The Student Group identified as Socioeconomically Disadvantaged represented 66% of our population. This group slightly increased their chronic absenteeism, as did Students with Disabilities. Students identified as Homeless decreased their rate of chronic absenteeism by nearly 10%. (Data is from 2019, not from 2021)
- All of the Race/Ethnicity groups increase their rates of chronic absenteeism, from the previous year, except for students identified as Filipino. Students of Two or More Races significantly increased their rate of chronic absenteeism. (Data is from 2019, not from 2021)

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. Bohn Elementary School is a K-5 school, therefore we have no data for the Academic Engagement Graduation Rate category.
2. NA
3. NA

# School and Student Performance Data

## Conditions & Climate Suspension Rate

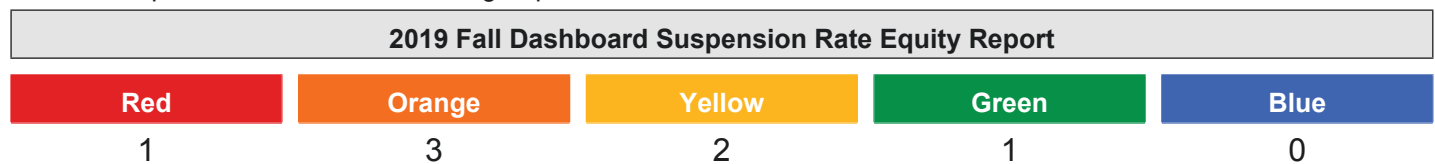
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 2.7 Increased +0.9 474	<b>English Learners</b>  Orange 1.6 Increased +1 123	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color 11.1 Increased +11.1 18	<b>Socioeconomically Disadvantaged</b>  Red 4.2 Increased Significantly +2.7 309	<b>Students with Disabilities</b>  Yellow 1.8 Maintained 0 113

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Green 2.9 Declined -0.3 35	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Orange 2.8 Increased +2.8 36	<b>Filipino</b>  No Performance Color 0 Maintained 0 23
<b>Hispanic</b>  Orange 2.4 Increased +2 252	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Yellow 5 Declined -0.7 100

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	2.7

#### Conclusions based on this data:

- Overall, we have the greatest number of student groups at the 'Orange' level for their suspension rate. Our suspension rate increased by 1.1% from the previous year. Of our 18 suspensions, 76.9% of students were suspended once compared to 23.1% of students with multiple suspensions. (Data is from 2019, not 2021)
- Our Homeless students represent 4% of our population, but they experienced the greatest increase in their suspension rate, from the previous year. English Learners and Socioeconomically Disadvantaged students also experienced an increase in their suspension rates from the previous year. Our students with disabilities maintained their suspension rate. (Data is from 2019, not 2021)
- Our Asian students and our Hispanic students both increased their suspension rates from the previous year. Our White students and our African American students both slightly decreased their suspension rates from the previous year. Our Filipino students and our students identified as Two or More Races maintained their suspension rates from the previous year. (Data is from 2019, not 2021)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Goal 1

Prepare all of our students for college and career readiness and ensure that all students meet grade level standards with a focus on closing the achievement gap between all student groups. At least 50% of our third-fifth grade students will demonstrate an increase in growth by at least 5 or more points, across subgroups, as measured on their ELA and Math CAASPP benchmark targets by the end of the 2022-2023 school year.

## Identified Need

Students' reading and math scores on the CAASPP assessment are below grade level standard across all grade levels and along racial and socioeconomic lines as reflected in the 20-21 state testing data. Particularly, our whites subgroup declined further from standard in both ELA and Math from the previous school year. Our English Learners showed the greatest overall growth in ELA and Math, but remain below standard. Longitudinal student performance data indicates that ELA/literacy and math are priority areas across all grade-levels. Our socio-economically disadvantaged students demonstrated growth in both ELA and Math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA - All Students (Grades 3-5)	Orange (45.2 Points Below Standard) - Maintained 1.8 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; ELA - Students with Disabilities (Grades 3-5)	Orange (101.1 Points Below Standard) - Increased 13.9 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; ELA - Socioeconomic Disadvantaged (Grades 3-5)	Yellow (60.4 Points Below Standard) - Increased by 4.7 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; ELA - English Learners (Grades 3-5)	Yellow (46.6 Points Below Standard) - Increased by 15.2 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; ELA - Whites (Grades 3-5)	Orange (48.9 Points Below Standard) - Declined 10.6 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; ELA - Hispanics (Grades 3-5)	Yellow (51.8 Points Below Standard) - Increased 6.7 points	Yellow or higher - increase by 5.0 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; Math - All Students (Grade 3-5)	Yellow (54.4 Points Below Standard) - Increased 3.8 points	Green or higher - increase by 5.0 points or more
CA Dashboard; Math - Students with Disabilities (Grades 3-5)	Orange (107.6 Points Below Standard) - Increased 4.5 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; Math - Socioeconomic Disadvantaged (Grades 3-5)	Yellow (68.1 Points Below Standard) - Increased 8.0 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; Math - English Learners (Grades 3-5)	Yellow (63.8 Points Below Standard) - Increase 10.2 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; Math - Whites (Grades 3-5)	Orange (46.6 Points Below Standard) - Declined 9.4 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; Math - Hispanics (Grades 3-5)	Yellow (60.1 Points Below Standard) - Increased 8.8 points	Yellow or higher - increase by 5.0 points or more

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

Teachers will have the opportunity to work collaboratively during Professional Learning Community time to identify grade level proficiency using the results of multiple measures of assessment (i.e. common formative assessments, universal screeners, district assessment results, Fastbridge and school adopted common formative assessments) to plan instruction, monitor student progress, adjust instruction accordingly. They will use the results to plan additional interventions as well as small group intervention. This time will be used to address specific needs in literacy and math.

Grade level teams will develop and monitor goals. Progress monitoring will be implemented through the cycle of Professional Learning Communities, Leadership Team, and common grade level planning using data collected from the Rigor, Relevance, and Engagement rubrics, and Fastbridge assessments. Students who require additional intervention may be referred to the Student Support Team to further examine a student's academic, behavioral, and social-emotional progress and assist in proposing additional interventions for the student.

### Proposed Expenditures for this Strategy/Activity



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

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

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

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

All

**Strategy/Activity**

Bohn Elementary is committed to providing support for students through a push in model utilizing paraprofessionals. Every student who is at risk will have at least four days of intervention. This time will allow for differentiation and increased support on specific standards targeting ELA and/or Math.

\$53,451 - Para Salaries (Title 1)  
\$1,943 - Possible 3.5% increase in salary  
\$10,730 - Para Salaries (Targeted SES/EL/FY)  
\$385 - Possible 3.5% increase in salary

**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)
55,394	Title I
11,115	LCFF - Supplemental

**Strategy/Activity 3**

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

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

All

**Strategy/Activity**

Teachers will have a spending account to use to purchase materials and supplies they need to benefit their students in accessing grade level standards.

\$4,000 - LCFF

**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)
4000	LCFF

#### Strategy/Activity 4

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

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

All

##### Strategy/Activity

Extended learning opportunities will be offered for all students including field trips and in house assemblies that supplement the learning standards of the curriculum.

\$2,685 - Title 1

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2685	Title I

#### Strategy/Activity 5

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

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

All

##### Strategy/Activity

Teachers will participate in on-site or distance professional development to strengthen literacy, STEM, math instruction, and support site goals as a community of learners. County of Education experts, District TOSA experts, ELD Steering Committee, and teacher leaders will also provide model lessons and in house professional development in differentiated strategies to improve student learning and. We will also have our technology department experts continue to present professional development on ways to integrate technology into instruction to accelerate, remediate, and reteach concepts and support student learning of complex skills.

\$2,000 - Title 1 Funds

\$1500 - LCFF

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I
1500	LCFF

## Strategy/Activity 6

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

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

English Learners

### Strategy/Activity

Every English Learner will receive 30 minutes of Designated ELD instruction (Kindergarten - 15 minutes of Designated ELD), five times a week, based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day. Our EL para will assist teachers with additional push-in support to help foster development of English language.

\$28,662 - ELPAC coordinator to support ELD instruction using \$23172 (Targeted Supplemental - EL Funds) and \$5,190 (Title 1 Funds)

\$784 - Possible 3.84% percent increase for ELPAC salary - Targeted Supplemental (EL Funds)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23956

5190

Source(s)

LCFF - Supplemental

Title I

## Strategy/Activity 7

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

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

All

### Strategy/Activity

Every student grades 1-5 will be provided with a literacy and math online program account to enhance their reading skills and comprehension. Data from the program will be utilized to assist teachers in assessing their students and reading comprehension.

Literacy Program - \$5000 (Title 1)

Math Program - \$2450 (Title 1)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7450

Source(s)

Title I

## Strategy/Activity 8

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

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

All

**Strategy/Activity**

Provide additional supplies for Physical Education programs to support student gross motor and team work skills.

\$200 - LCFF

**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)

200

Source(s)

LCFF

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

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

3rd, 4th, 5th grade students (General and Special Ed Students)

**Strategy/Activity**

3rd, 4th and 5th grade students will use daily agendas to help organize the different learning activities taking place during each class period. The agendas will be given to students in order to create organization and better communication. With these planners being a part of the classroom experience, students are more likely to keep track of their assignments, set personal goals, and enhance communication between teachers, students and parents.

\$400 - LCFF

**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)

400

Source(s)

LCFF

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

We will use Fastbridge Assessments and District RCD Assessments once each trimester to monitor students' performance growth as on the RCD ELA/STEM and RCD Math Post assessments results to compare growth of students from the previous year's data results and/or across cohorts to review with grade level teams, administration, and leadership team. Our benchmark will be to see at least 75% of our students increase by 3% on RCD ELA/STEM and Math Units of study post assessments from previous years.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Provide Subs for planning days for curriculum, interventions, lessons, and assessments for all students.

\$6800 (3 subs x 14 days x \$200) - Title 1

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6800

Source(s)

Title I

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Purchase library supplies to support a well rounded, diverse literature collection available to all of our students. In addition, we will bring a bi-annual book fair to our school to expose our students to the newest literature available to support their love of reading.

Library supplies and update with diverse selection of books - \$750 (Title 1)

Book Fair Compensation - \$250

**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)
750	Title I
250	LCFF

**Strategy/Activity 13****Students to be Served by this Strategy/Activity**

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

All
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**Strategy/Activity**

Contract for printing services (e.g. Riso contract)
\$750 - LCFF
\$500 - Laminating additional EL support (\$25 per teacher) - Targeted EL

**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)
750	LCFF
500	LCFF - Supplemental

**Strategy/Activity 14****Students to be Served by this Strategy/Activity**

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

All
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**Strategy/Activity**

NGSS/STEM supplies
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**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I

**Strategy/Activity 15****Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Copy Budget for Teachers & Office to support communication, family outreach, and student learning.

\$7,500 for teacher copies/Fed Ex budget to support communication, family outreach, and student learning (\$7000 from Title 1; \$500 from LCFF)

\$4,000 for office supply and copy budget to support communication, family outreach and student learning.

**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)
7000	Title I
4000	LCFF
500	LCFF

## Annual Review

**SPSA Year Reviewed: 2021-22**

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 2021-22 school year were students and teachers first full year back to school since the 2018-19 school year. Since students have been unable to participate in classroom instruction for over a year, there has been large inequities in the learning students are able to receive. The staff at Bohn Elementary have done an exceptional job at ensuring our students are receiving quality education every day while remaining engaged in their learning. Our efforts will continue to be focused on ensuring all students are able to learn at high levels, but we do understand that the pandemic has widened the achievement gap for many of our students. We will concentrate our efforts on high quality teaching, engagement, support and intervention, and offering students a universal approach to learning new material.

Our longitudinal student performance data indicates that our students are behind where they need to be for reading and math, so it is our job to close the achievement gap through using our professional learning community as our top priority to meet our students' needs. We recognize universal high expectations for all students require continual improvements in curriculum,



instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.

The relationships that were built among the students and classes were a focus all year which allowed students to remain engaged while at school. Our teachers participated in STEM activities which included 5E lesson design/phenomena focused inquiry and oral language/science talks to support student's academic growth. We will continue with incorporating sense making notebooks as we implement more STEM activities into the curriculum. We need to continue learning about utilizing most effective instructional practices to use in our daily teaching. Professional learning is embedded into our school's vision by communicating that it is a core function for improvement. With this understanding, professional development time is provided within the structure of Professional Learning Communities. We will continue in our PLC journey with in-house training, and utilizing TUSD's Professional Learning and Curriculum Department experts. This is essential for us to close the achievement gap among all students as a true Professional Learning Community (PLCs) to analyze student data in order to plan and deliver responsive instruction.

Collectively, Bohn staff will continue focusing on building positive and trusting relationships between all students, staff and families.

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

No major differences.

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.

Eliminated Goal #3 on STEM and placed Goal #3 in Goal #1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment (including decreasing chronic absenteeism and reducing suspension rates) for all students, teachers, and staff where students' social-emotional welfare is our top priority. Foster positive parent, student, and community involvement and engagement to promote and support student success. Increase regular school attendance (95% or above daily attendance) across all student subgroups to support academic engagement. Provide a healthy and welcoming environment that will meet students' social-emotional learning needs, and provide the mental health counseling and resources that students need in order to decrease suspension rates by at least 0.7%. Increase our outreach efforts to gain more parental involvement in discussions regarding student progress and ways to work together to support improved student outcomes.

## Identified Need

Our Bohn community is committed to supporting high levels of student engagement and wellness by emphasizing strong student choice, parent involvement, and social emotional support. Social-emotional Learning (SEL), focusing on mindsets, skills, attitudes, and feelings that help student succeed in school, career and life, is our driving force behind all we do at our site (i.e. Second Step Lessons, Restorative Practice Focus, Positive Behavior Interventions and Support, and Counseling). Developing and supporting our students' social-emotional skills are essential in their own right, as we work hard to develop students as individuals and as learners.

As a site we need to continue to support and teach our students how to focus on emotional regulation and positive self-efficacy through a process of changing the focus to address the underlying emotions driving the behavior, instead of just focusing on the observed behavior. By focusing on the emotions driving the behavior, students are able to understand the source of their actions and choose new, on-target behavior for the situation. This puts the power of change with the student. Through an equity lens, responsible decision-making skills can help adults and students make decisions that are inclusive and equitable, understand the systemic implications of different outcomes, and reflect on how actions and decisions can impact equity. We are going to focus on investing more attention on SEL and teacher-student relationships which research shows will foster a better learning environment and decrease discipline referrals (including the need to suspended students). When students are equipped to deal with social/emotional challenges of school, they feel safer and attendance rates increase. When students feel safer, they are better able to focus on their learn.

We will continue to work towards implementing Tier 2 and Tier 3 supports for students not advancing in their social-emotional, behavioral, and academic development. We will review this process during our PLC meetings with our paras in order to bring students of concern to the SST process for support, in an effort to narrow the achievement gap. Students will be referred to individual and/or group counseling with our Axis counselor, to support social-emotional health and well-being. A healthy, safe, and supportive learning environment enables students, adults, and even the school as

a system to learn in powerful ways. We will use our Fastbridge MySABERS SEL Assessment to regularly assess students socio emotional learning.

Parents and families play a critical role as partners in our children's education. We need to increase our parent/community involvement and educational outreach to support the SEL needs of our students (i.e. curriculum nights, Parent Cafés, bilingual communication, counseling, etc.). The current emphasis on successful strategies for school turnaround necessitates research-based information and practices on effective family and community engagement approaches that support student achievement and school improvement. The research shows that family and community engagement strategies that are most related to student achievement include engaging parents in their children's learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their child's education, and providing families with opportunities to engage with their children's education at home and at school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism (All Students K-5)	Orange (13.3% chronically absent) - Increased 2.4% ; 450 students	Yellow or higher - Decreased Overall by 5% or greater (8.3% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Students with Disabilities)	Orange (13.4% chronically absent) - Increased 7.9%; 112 students	Yellow or higher - Decreased Overall by 5% or greater (8.4% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Socioeconomic Disadvantaged)	Orange (15.1% chronically absent) - Increased 1.4%; 299 students	Yellow or higher - Decreased overall by 5% or greater (10.1% or less chronically absent)
CA Dashboard: Chronic Absenteeism (English Learners)	Orange (10.3% chronically absent) - Maintained -0.2 %; 117 students	Yellow or higher - Decreased overall by 5% or greater (5.3% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Whites)	Orange (10.9% chronically absent) - Increased 2.2%; 92 students	Yellow or higher - Decreased overall by 5% or greater (5.9% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Hispanics)	Orange (13.3% chronically absent) - Increased 0.7%; 241 students	Yellow or higher - Decreased overall by 5% or greater (8.3% or less chronically absent)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism (Asians)	Orange (11.8% chronically absent) - Increased 2.4%; 34 students	Yellow or higher - Decreased overall by 5% or greater (6.8% or less chronically absent)
CA Dashboard: Chronic Absenteeism (African Americans)	Orange (18.2% chronically absent) - Increased 8.2%; 33 students	Yellow or higher - Decreased overall by 5% or greater (13.2% or less chronically absent)
CA Dashboard: Suspension Rate (All Students K-5)	Orange (2.7% suspended at least once) - Increased 0.9%; 474 students	Yellow or higher - Decreased overall by 1.0% or greater (1.7% or less of students suspended)
CA Dashboard: Suspension Rate (Students with Disabilities)	Yellow (1.8% suspended at least once) - Maintained 0.00%; 113 students	Yellow or higher - Decreased overall by 1.0% or greater (0.8% or less of students suspended)
CA Dashboard: Suspension Rate (Socioeconomic Disadvantaged)	Red (4.2% suspended at least once) - Increased 2.7%; 309 students	Yellow or higher - Decreased overall by 1.0% or greater (3.2% or less of students suspended)
CA Dashboard: Suspension Rate (English Learners)	Orange (1.6% suspended at least once) - Increased 1.0%; 123 students	Yellow or higher - Decreased overall by 1.0% or greater (0.6% or less of students suspended)
CA Dashboard: Suspension Rate (Whites)	Yellow (5.0% suspended at least once) - Declined 0.7%; 100 students	Yellow or higher - Decreased overall by 1.0% or greater (4.0% or less of students suspended)
CA Dashboard: Suspension Rate (Hispanics)	Orange (2.4% suspended at least once) - Increased 2.0%; 252 students	Yellow or higher - Decreased overall by 1.0% or greater (1.4% or less of students suspended)
CA Dashboard: Suspension Rate (Asians)	Orange (2.8% suspended at least once) - Increased 2.8%; 36 students	Yellow or higher - Decreased overall by 1.0% or greater (1.4% or less of students suspended)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Suspension Rate (African Americans)	Green (2.9% suspended at least once) - Declined 0.3%; 35 students	Yellow or higher - Decreased overall by 1.0% or greater (1.9% or less of students suspended)
ADA Monthly Reports	We have on average 95.23% daily attendance during the 2020-2021 school year with our goal of 95% or better daily attendance.	Have 95% or higher daily attendance rate as measured by our ADA reports
SSC/ELAC Attendance	Average parent attendance during the 2020-2021 school year for SSC/ELAC was 4 parents.	Average parent attendance in 2021-2022 SSC/ELAC will increase by 20% (1 parent).
Back to School Night, Parent Teacher Conference Participation, and Open House-Sign in sheets	We averaged 80% parent attendance (virtual) for Back to School Night and 85% attendance for Parent Teacher conferences (virtual) for the 2020-2021 school year. Our Open House was cancelled due to COVID-19.	Average parent attendance at Back to School Night and Parent Teacher Conferences will increase by at least 1% as measured by sign-in sheets. We will establish a baseline for Open House with 85% or greater attendance as our goal.
Family Curricular Events-Sign in sheets	We averaged 35% of our families attending our Family Curricular Events (32% Science, 43% Math, and 30% Literacy) during the 2019-2020 school year.	Average family attendance at Family Curricular Events will increase by at least 5% as measured by our sign-in sheets.

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Continue to help students build their SEL skills:

- Dedicate the first week of school, across all grade levels, on building relationships with the students and social connections between classmates.
- Use mySABERS SEL assessment results to identify at risk students at least 3 times each year.
- Utilize Second Step, social emotional curriculum school-wide, from the first day of school.
- Counseling services and social skills groups will be provided for students who need additional support regarding SEL development.

- Students work with peers in other classrooms (in same grade and across grade levels) to assist them in their academic progress.
- Celebrate student celebrations, growth, and work on school site social media
- Students participate in our SHARKS' Character Counts, Red Ribbon Week, and Dare to support their social emotional growth and development.
- Activities to support positive student expectations.

Character Counts, DARE, & Red Ribbon Week - \$928

### **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)

928

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All

#### **Strategy/Activity**

##### **Behavior/Discipline**

\*All students in each class contribute to developing the classroom agreements that they will follow for the entire school year.

\*Student leadership is encouraged in class and school-wide. Our Student Leadership team will be serving as role models for all students with school wide design community events and monthly assembly skits.

\*Each student sets personal goals that are revisited each trimester (academic, social, behavioral, vocational).

\*Communicate the behavioral expectations to students and parents at the beginning of the school year. Principal will visit each classroom at the start of the year to review with classes expectations of Bohn Sharks. As a staff, we will be consistent with the behavioral expectation and messaging throughout the year.

\*Behavior agreements are established for students who need more structure and support with behavioral issues.

\*We will use a portion of our PLC time devoted to reviewing specific subgroups of students (including those who are acting out, withdrawn, chronically absent/tardy, ELD, homeless, foster youth, etc.). Within our PLC teams, review current strategies and consideration for which student should be referred to the SST process.

\*Time is dedicated to physical fitness each week/day. Healthy habits are encouraged.

\*Every classroom posts photos of all of the students in the classroom to promote a positive class community environment. Display photos and artifacts that students can make personal connections to including their cultural backgrounds.

\*Positive Behavior Intervention System to encourage students to make good choices and reward positive behaviors.



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 3**

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

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

All

**Strategy/Activity**

Attendance

- Regularly communicate attendance expectations and the importance of good attendance at school to students and parents through a variety of formats including newsletter, office displays, Facebook posts, school messenger posts, etc. in English and Spanish.
- Each school newsletter we will publish attendance information celebrating students with increased and/or perfect attendance. Celebrate individual, class, and school-wide attendance rates.
- During Back to School Night share with families the parent/community educational video about attendance from Attendance Works website and reinforce messaging about the importance of good attendance.
- Regularly monitor weekly attendance (Administration/Office Staff/Parent Liaison). Make phone calls home to check on students who have been absent for two or more days and have not contacted the office staff to see if family needs any information, resources, or supports.
- Set up monthly meetings with parents of students who have attendance issues to review the importance of good attendance, discuss the student’s situation, address barriers, help with community resources, set goals, and create an Attendance Success Action Plan.
- Attendance team will maintain updated lists to track students who are chronically absent or truant. Students will receive follow-up phone calls, letters, and home visits if attendance does not improve and SART and SARB referral procedures will be followed.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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1048	LCFF
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**Strategy/Activity 4**

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

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

All

## Strategy/Activity

### Parent Engagement

- Teacher and school site establish a positive connection with each family at the beginning of the school year. Confirm methods of communication, let parents know that a translator will be available, let parents know when to expect certain communications. Teacher offers multiple forms of communication.
- Translate communications into home language of student using translator or electronic translation platforms.
- Teachers provide regular communication (i.e. class website, newsletter, Remind App, etc.) with families and updates information about current academics, projects, events, resources, celebrations, calendar of events, etc. Communication should also provide regular updates on student progress.
- Bohn School's website post monthly information to support parents (how to promote reading at home, on-line resources for student learning, successful report card conferences, etc.)
- Share resources information which is available through the school district and in the local community (food, health care, homelessness, transportation, counseling, etc.)..
- Tell parents about all of the opportunities for them to volunteer in the classroom and on campus (including our scholarship program for fingerprinting fees from PTO).
- Encourage parents to join School Site, ELAC, PTO, and district committees. Have volunteer students create invitations to send out to these different committees.
- Ask parents to complete occasional surveys in order to find out about their concerns and possible discussion topics that they would be interested in for monthly Parent Café. Invite parents to monthly Parent Café hosted by the principal. Address topics that the parents have indicated an interest in, as part of the discussion.
- Advertise and encourage our families to visit our bilingual parent/family resource lending library in the library.
- Invite parents, family members, and/or community members to come to class and read to the students.
- Our bilingual parent liaison will be available 2 1/2 days each week, to assist Spanish and English families in order to increase parent involvement, assist families with their needs, and ensure a cohesive school community.

### 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)

Targeted students (including SES/FY/EL)

## Strategy/Activity



Offer intervention planning for paras with teachers for at-risk students

\$500 - Planning for 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)

500

Title I

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All

#### **Strategy/Activity**

We will provide ongoing parent/family education and outreach regarding meeting students' achievement needs through newsletters, Parent Cafes, PTO, Family Curricular Nights, and SSC/ELAC meetings.

\$3,000 - Supplemental office supplies for parent/family education.

\$750 - Supplemental postage for parent communication

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3000

Title I

750

Title I

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All

#### **Strategy/Activity**

Supplies and communication for Family Community Nights and Parent Cafes

\$500 - Supplies and communication

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	LCFF

**Strategy/Activity 8**

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

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

All
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**Strategy/Activity**

Purchase additional safety items for site to maintain safety for all students, teachers, and staff (e.g. additional radios; additional bullhorns)
\$500 for safety items

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I

**Strategy/Activity 9**

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

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

All
-----

**Strategy/Activity**

Continue with Axis Health to provide counseling for students in small group and individual basis.
---

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Annual Review**

**SPSA Year Reviewed: 2021-22**

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, our statistics were not recorded on the California Dashboard. From the 2021-22 school year, students need more Social-Emotional Learning in order to give students the assistance they require to be successful students now and in the future. For next year (2022-23), Bohn will continue to focus on Tier 2 and 3 counseling for students. In the 2021-22 school year, Axis Health was on-site for five days which gave students consistency and a person they could talk to if a situation warranted it.

At the beginning of the 2021-22 school year, absenteeism was high because students were experiencing symptoms of COVID-19 directly (having symptoms) or indirectly (parent or family member with symptoms). Although these days were excused, students were still absent from school and could not replicate the school experience at home with work the teacher gave. At Bohn, we will continue to meet with parents whose students are chronically absent and educating families on the importance of regular school attendance and find ways to inspire our school community to improve our students' overall attendance rate through universal/preventive programs and early outreach efforts.

Due to the pandemic, our Fall Back-to-School Night was virtual. Our attendance at the virtual night was a small percentage of our overall student population with 125 parents virtually attending. We will be attempting the next year (2022-23) for 80% of our parents to be at Back-to-School Night and Open House. It is a positive sign that 100% of our families in this year's needs assessment survey stated that they felt their child was safe at Bohn Elementary before, during, and after school. We will continue to find ways to make our campus safe for our parents, students, and staff members.

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

Due to the pandemic, outreach efforts were hindered preventing some face to face meetings, gatherings and social 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.

NA

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$142,166.00

## 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	\$93,447.00

Subtotal of additional federal funds included for this school: \$93,447.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$13,148.00
LCFF - Supplemental	\$35,571.00

Subtotal of state or local funds included for this school: \$48,719.00

Total of federal, state, and/or local funds for this school: \$142,166.00

# School Site Council Membership

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

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

Name of Members	Role
Michael Stagnaro	Principal
Monica Seierup	Classroom Teacher
Raney Shimozone	Classroom Teacher
Kyle Link	Classroom Teacher
Nelly Beteta	Other School Staff
Diana Conduit	Parent or Community Member
Joselyn Calles	Parent or Community Member
KM Dhanda	Parent or Community Member
Amanda Rodriguez	Parent or Community Member

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	Other: Bohn Staff during ERWs, Bohn's Leadership Team; SPSA/Budget Presented, Voted, and Approved on 04/28/2022

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 04/28/2022.

Attested:

	Principal, Michael Stagnaro on 04/28/2022
	SSC Chairperson, Raney Shimozone on 04/28/2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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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