School Plan for Student Achievement (SPSA) and Annual Evaluation for 2020-2021			
School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Board Approval Date
Estudillo Elementary Chris Kelley ckelley@sanjacinto.k12.ca.us	33672490102715	10/23/2020	

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).

In January 2018, Estudillo Elementary was identified as Additional Targeted Support and Improvement (ATSI) school due two consecutive years of Students with Disabilities underperformance as indicated on the California Dashboard. The purpose of the Additional Targeted Support and Improvement (ATSI) plan is to help identified groups overcome the underlying reasons for academic underperformance in English Language Arts (ELA) and Math.

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

Estudillo Elementary School plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

2020-2021 Plan Summary

The Story

Describe the students and community and how the school serves them.

Established in 2004, Estudillo Elementary is located at 900 S. Las Rosas Drive in San Jacinto, California. Comprised in a lower to moderate income homes in a suburban area. Estudillo Elementary serves students in Kindergarten to 5th grade and is one of 7 elementary schools in San Jacinto Unified School District.

In 2019, a school boundary change occurred resulting in an increase of our student demographic. Estudillo Elementary is now home to approx. 810 students where approx. 85.2% of students participate in the National School Lunch Program. Estudillo serves a diverse student population which includes 24.2% English Language Learners, 12.6% Students with Disabilities, 1.9% Title VI Native American, 1.7% Foster and 1.0% Homeless.

The primary ethnic background is as follows:
- 72.2% Hispanic
- 10.2% White
- 7.4% African American

- 6.0% Native American
- 3.1% Multiple Races
- .05% Asian
- .04% Pacific Islander
- .01% Flippino

We employ 30 General Education teachers, 4 Education Specialist, Speech and Language Pathologists, 2 Response to Intervention teachers, Music Teacher, School Counselor, .5 Education Therapist, .5 PBIS Tosa, Parent Liaison, along with an Library Media Technician, Special Education Instructional Aides, Campus Aides and Supervisors, Custodian and a front office staff. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential.

At Estudillo Elementary, we are committed to offering a diverse learning experience to address the needs of all students. On a weekly basis, teacher teams collaborate during PLC meetings to focus on student's progress in the area of reading and math. Teachers bring their data to the PLC meetings so that the team can analyze data, celebrate student growth and plan for instructional next steps. Our PLCs process four guiding questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students do not learn it? How will we extend learning for students who have reached proficiency?

Teachers and staff implement the findings of PLC collaborations by providing extra support to struggling students and enrichment for students at the proficient and advanced levels. Our struggling students are supported by two intervention teachers. The intervention teachers support students in grades 1st- 5th. The intervention instruction focuses on bridging reading foundational gaps through re-teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. The intervention teachers provide tiered supplemental, research-based, strategic instructional strategies to fill in the learning gaps for struggling students. In addition, classroom teachers provide small-group instruction to ensure all students' needs are met at their levels through a schoolwide intervention block.

Students' needs are identified through formative assessments including iReady Diagnostic, STAR, CORE Phonics Inventory, Common Formative Assessments and other assessments. These assessments allow teachers to target specific skills during small-group instruction for a minimum of 35 minutes a day, 4 days a week. The Special Education teachers push into the classroom during scheduled small-group instruction to support students with disabilities in a co-teach model.

In order to support students at every level, Estudillo's GATE Program (Gifted and Talented Education) provides enrichment and differentiation to excelling students through GATE strategies in classrooms. Students are also provided opportunities to participate in GATE Enrichment Classes, field trips, and afterschool activities.

As a Leader in Me School, all staff seek to educate and empower all students to be leaders utilizing the 7 Habits of Highly Effective People (Stephen Covey).   Through Leader in Me, school staff is able to support the student's ability to thrive within a nurturing environment where students feel safe and confident. By recognizing each child as leader with unique talents to share, all aspects of their education begin to flourish. This social emotional learning process equips students with essential skills to build meaningful relationships, take ownership of their learning and be responsible citizens.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Estudillo Elementary will focus on continuous improvement in the area of English Language Arts by providing strategic support to all students during guided reading/differentiated instruction. This time will be scheduled in each teacher's daily schedule and the school's RtI teachers will help support students needing Tier II and Tier III interventions.

Teachers will provide the first best instruction in the area of math and take the next steps in digging deeper into the Eureka Curriculum to support student's critical thinking skills. Teachers will use formative assessments to support students in specific areas of need in math. Students can also participate in morning tutoring opportunities to expand their knowledge and opportunities aligned with the standards.

Administration will monitor classroom instruction to ensure that ELD (designated and integrated) has been fully implemented in grades K-5. Classroom schedules reflect designated ELD instruction daily in every classroom with EL students. Observations reflect integrated ELD across subject areas. Additional professional development and district training will be provided throughout the school year to support ELD strategies and practices to provide clarity and greater depth to ELD instruction. Morning EL tutoring will be offered throughout the school year aligned with ELPAC resources.

Attendance will continue to remain a priority to ensure all students have access. We would like to strive to raise our attendance percentage to 98% and continue to encourage our students to come to school. We will implement yearlong attendance plan which includes monthly challenges and celebrations, incentives and assemblies to encourage a culture of coming to school daily on time.

Estudillo Elementary will also continue to focus on school climate by utilizing PBIS strategies to address student discipline and support students in the areas of organization, responsibility, and school to home communication through the Leader in Me program. Along with school to home communication, Estudillo Elementary will support parents through workshops and activities geared to support student achievement.

Needs Assessment -- Review of Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, **progress** toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

In English Language Arts, the following two groups demonstrated growth:
- American Indian student performance in ELA increased by 37.3 points resulting in this group moving from red performance level to yellow performance level.
- English Learners student performance in ELA increased by 10.6 points resulting in this group moving from orange performance level to yellow performance level.

For Math, all students' performance increased by 14.9 points thus performing within the yellow performance level which moved all students from the orange performance level. The following groups also demonstrated growth:
- Students with disabilities performance increased by 16 points moving overall performance from red to

orange performance level.
- American Indian student performance in math increased by 16.6 points resulting in this group moving from orange to yellow performance level.
- Hispanic student performance in math increased by 16.8 points resulting in this group moving from orange to yellow performance level.
- Students with Disabilities student performance in math increased by 18.3 points resulting in this group moving from orange to yellow performance level.
- White student performance in math increased by 3.7 points resulting in this group moving from orange to yellow performance level.

For Chronic Absenteeism two groups demonstrated growth in school attendance.
- Hispanic student attendance percentage decreased resulting in this group moving from orange to yellow performance level.
- White student attendance percentage decreased resulting in this group moving from orange to green performance level.

Based upon the California Dashboard data Estudillo demonstrated some growth in suspension rates by moving from orange performance level to yellow performance level for all students. Two groups (Hispanic and Socioeconomically Disadvantaged students) showed improvement moving both groups from orange to yellow performance level.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined **need** significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Summary
Based upon data obtained from California Dashboard, Estudillo Elementary continues to strive to improve academic performance, academic engagement, and condition & climate, with the goal for all student groups to get closer or within the blue performance level. Overall, all students fell within the orange performance level with four student groups also performing in the orange performance level for ELA. For Math, one student group fell within the orange performance level for Math. For Chronic Absenteeism, overall all students were in the orange performance level. Four student groups placement within the orange performance level and two groups fell within the red performance level. Additionally, thress student groups fell within the orange performance level for suspensions and three groups fell within the red performance level.

Orange Performance Level

California School Dashboard

English Language Arts: **All students: 41.4 points below standard, maintained 0.7 points.**
- Hispanic: 41.7 points below standard, maintained 0.8 points.
- Socioeconomically Disadvantaged: 47.4 points below standard, maintained - 0.4 points.
- Students with Disabilities: 126.1 points below standard, increased 3.3 points.
- White: 40.6 points below standard, declined by 22.4 points.

Mathematics: 1 Group
- Students with Disabilities: 111.7 points below standard, increased 16.0 points.

Chronic Absenteeism: All students: 12% chronically absent, increased 0.9%.
- Students with Disabilities: 19.5% chronically absent, increased 2.9%.
- English Learners: 10.4% chronically absent, increased 1.6%.
- Socioeconomically Disadvantaged: 13.1% chronically absent, increased 1.2%
- Two or More Races: 12.9% chronically absent, increased 3.2%. This group also moved from green performance levels to orange performance level.

Suspension Rate: 3 Groups.
- African American: 5.6% suspended at least once, increased 0.7%. This group also moved from yellow performance levels to orange.
- English Learners: 3.6% suspended at least once, maintained -0.2%. This group also moved from yellow performance levels to orange.
- White: 5.2% suspended at least once, increased 1.3%

Red Performance Level

Chronic Absenteeism: 2 Groups
- American Indian: 26.7% chronically absent, increased 13.1%.
- African American: 22.2% chronically absent, increased 5.3%.

Suspension Rate: 3 Groups.
- Two or More Races: 6.5% suspended at least once, maintained 0%
- Students with Disabilities: 9.8% suspended at least once, increased 2.1%
- American Indian: 7.9% suspended at least once, increased 2.9%. This group also moved from yellow performance levels to red.

English Language Learner performance level is within the low range as 42.2% making progress towards English Language proficiency.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps? *Do not include issues beyond our control (parents are not formally educated or students arrive to school unprepared).*

Based on an analysis of California Dashboard data, the following areas were identified as gaps in performance in which student group performance was below "all students performance".

Academic Performance
- Mathematics: Students with Disabilities: 111.7 points below standard, increased 16.0 points within the orange performance level.

Academic Engagement
- Chronic Absenteeism: Two groups' attendance fell within the red performance level - American

Indian: 26.7% chronically absent, increased 13.1% and African American: 22.2% chronically absent, increased 5.3%.

Conditions and Climate
● The suspension rate for 3 groups - African American, English Learners and white students fell within the orange range. In addition, the suspension rate for students with disabilities, American Indian and two or more races fell with the red performance range.

To address these performance gaps, Estudillo will continue to align our practices with the MTSS framework which focuses on Academic performance, Student Discipline (Suspension) and Attendance (Chronic Absenteeism). Through this process, Administration and the Guiding Coalition will strategically plan instruction, allocate resources for enrichment and intervention through our PLC engaging in data analysis to ensure student needs are met.

To increase success for student groups demonstrating performance gaps in Math, we will continue our PLC work to determine Essential Standards for each grade level, learning progressions and success criteria to support student learning. As we target learning we will assess individual student strengths and needs to determine where students are academically and plan how to scaffold their learning and provide additional remediation of prerequisite skills through math tutoring.

As a means of addressing Chronic Absenteeism rates, we will continue to implement an attendance plan to proactively address attendance including student absences and tardiness. Our plan will align with district policy related to SART, CART and SARB's. However, we will put forth continuous efforts to increase attendance by offering a variety of incentives through monthly attendance challenges, weekly classroom attendance competitions, award ceremonies and attendance luncheons to encourage regular school attendance. We will also increase our efforts to maintain ongoing communication with families to ensure parents are aware of resources and supports available to ensure school attendance.

To address our suspension rates, we will continue to focus on implementation of Leader in Me and the 7 Habits to teach our students to be leaders. We will continue our work, school wide disciplinary procedures and restorative practices to provide for socioemotional learning and behavior interventions for students. Our Friendship Groups, Reflection Room, Leader in Me celebrations, and school wide incentives (Caught you being a leader, Leader of the day, Eagle Dollars and awards) are all structures used to implement a plan that the Guiding Coalition creates to support Individual behavioral needs at the Tier II and Tier II level. We will also be more intentional in creating more parent involvement opportunities for families.

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

We are committed to providing a quality education to every student. Although we strive to provide an equitable learning experience for our students, there are some issues that arise beyond our control. Based on an extensive review of Estudillo's data, we are aware of the continuous inequities that exist beyond our current funding allocations. The areas of inequities fall in the areas of:
● Supports for students with disabilities
● Additional targeted supports for English Language Learners
● Academic Engagement - Attendance, particularly building stronger connections with African

American and American Indian student groups.
- Student Discipline - Social Emotional Learning and implementation of schoolwide restorative practices.
- Refine PBIS practices to better address behavior concerns
- Staff Professional Development to obtain a better understanding of students with disabilities, cultural relevance and equity training.

Needs Assessment -- Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

Parents, community members, teachers and students are all part of various committees and advisory groups that continually help to review the planning, implementation, and evaluation of the consolidated application programs including those programs involving Title 1 funds. These funds are used to support effective, research based educational strategies that close the achievement gap between high and low performing students and enable students to meet the state's challenging academic standards. This includes research based parent involvement strategies.

School Site Council Meetings - held up 4 times a year. The SSC examines Title I expenditures and practices funded by federal dollars to determine cost effectiveness.
Meeting Dates**:**
- September 10, 2019 - SSC Overview/Elections
- January 29, 2020 - Title 1 Funds
- February 26, 2020 - School Safety Plan
- May 7, 2020 - SPSA Analysis
- May 21, 2020 - SPSA Approval

Partnering with the Principal - monthly meetings with the principal on topics of high interest to parents such as school safety, curriculum programs and resources, student performance, safety and facilities improvements.
Meeting Dates:
- September 17, 2019
- October 29, 2019
- January 29, 2020
- February 26, 2020
- May 4, 2020 - Virtual Meeting

English Language Advisory Council (ELAC) meetings: meetings held 4 times a year
Meeting Dates:
- September 26,2019
- December 5, 2019
- February 27, 2020
- May 7, 2020 - Virtual Meeting

Native American Advisory Council (NAAC): meetings held 4 times a year
Meeting Dates:
- September 25, 2019
- November 20, 2019
- March 9, 2020 - Planning Committee for Native American Enrichment Program

San Jacinto African American Advisory Council (SJAAAC): meetings held 4 times a year.
Meeting Dates:
- September 18, 2019
- November 13, 2019
- January 14, 2020

District Advisory Council (DAC)
- September 9, 2019
- February 4, 2020

District English Learners Advisory Council (DELAC): meetings held 4 times a year
- October 3, 2019
- November 14, 2019
- February 13, 2020

We publish multiple surveys for all stakeholders to provide information and insight relevant to the nature of student learning. Students, staff, and parents are surveyed on site priorities, campus culture, and school safety.
- District Parent Survey - Fall and Spring.
- Students - 4th and 5th grade students are surveyed on school climate (annually).
- Estudillo Elementary - Leader in Me Measurable Results Assessment (MRA) - Annually. - 4th and 5th grade students, parents and staff take part in the survey.

Site leadership coalitions also exist to provide ongoing support in curriculum, discipline, and social emotional learning. The Guided Coalition meets every 2 weeks.

In addition, Estudillo Elementary has 6 Action Teams that meet monthly and as needed to support Leader in Me implementation and social emotional learning.

Impact on the SPSA and the Annual Evaluation

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

Estudillo strives to be inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Input from stakeholders is collected regarding school programs both within meetings and through surveys to help determine priorities and needs for continuous school improvement.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for

Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School for the SPSA Year Through the ConApp:	$ 124,075
Total Federal Funds Provided to the School from the LEA for CSI:	$ 0
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:	$ 124,075

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

It the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Estudillo Elementary will use Title 1 funding to support the cost of a .5 FTE Response to Intervention (RtI) Teacher as a means of mediating academic deficients by providing intensive instructional support to at risk students. This will support supplement learning in core instruction, tiered literacy instruction during a 35 minute schoolwide intervention block and RtI program. The school will also use Title 1 funds to provide appropriate and effective instructional resources to support targeted interventions for students with disabilities in both ELA and Math.

 ELD instruction and implementation of ELD standards. Title 1 funds will also be used to continue to support Leader in Me staff development and parent training to address student behavior, attendance and social emotional learning.

Annual Evaluation and Needs Assessment for Estudillo Elementary

SPSA Year Reviewed: 2019-20

Complete a copy of the following table for each of the school's goals **from the prior year SPSA**. Duplicate the table as needed.

Goal 1 2019-20

ELA: Increase academic achievement in English Language Arts (ELA) instructional program

[State and/or Local Priorities](#) addressed by this goal:

State Priorities:
LCFF Priority 1: Basic Services (Conditions of Learning)
LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
LCFF Priority 4: Student Achievement (Pupil Outcomes)
LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:
Goal #1-Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

Annual Measurable Outcomes

Expected	Actual
Expected Outcome (CA Dashboard): Increase a minimum of 5 points per year. Averaging a 15 to 30 point increase to reach proficiency in 3 years. ● All students: 42.5 points below standard ● American Indian: 77 points below standard ● SPED: 122 points below standard	**Actual Outcome:** (CA Dashboard): Overall students maintained at 0.7 points. ● All students: 41.4 points below standard ● American Indian: 40 points below standard ● SPED: 126.1 points below standard
Expected Outcome (iReady): ELA Performance - all students demonstrated growth from the beginning of the year to mid-year assessment. ● Tier I - 15% (BOY) to 39% (MOY) ● Tier II - 51% (BOY) to 39% (MOY) ● Tier II - 34% (BOY) to 22% (MOY) Decrease the amount of students performing in the Tier III level while	**Actual Outcome (iReady):** ELA Performance - all students demonstrated growth from the beginning of the year to mid-year assessment. ● Tier I - 19% (BOY) to 32% (MOY) ● Tier II - 42% (BOY) to 46% (MOY) ● Tier II - 38% (BOY) to 22% (MOY)

increasing students performing in the Tier I level	
Expected Outcome (CFA): Varied per grade level Teachers utilize the data from formative assessment to drive Tier I instruction and create intervention and extension groups around specific learning intentions.	**Actual Outcome (CFA): Varied per grade level** During PLC's teachers used the formative assessment data to structure and restructure instructional student groupings for targeted instruction for foundational literacy skills.
Expected Outcome (PLC, RtI Training and Implementation): Ongoing review of academic data. Professional Development, training and continued knowledge to support all students.	**Actual Outcome (PLC, RtI Training and Implementation):** Ongoing review of student academic data during weekly PLC and virtual collaboration. Additional professional development and coaching to increase teacher knowledge to support all students.

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will receive 40 minutes (4 days a week) of tiered literacy instruction based upon individual needs according to iReady data and provide specific instruction to those students.	A tiered schoolwide intervention (Pro-Time) focused on Literacy skills was provided to all students based upon individual needs as determined by iReady Diagnostic Data and Core Phonics Screener.	$8,000 - Title 1 - 3010 $3,000 - LCFF - 0701	$3,066 - Title 1 - 3010

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will be provided iReady Reading minutes in ELA to meet and exceed the	Teachers scheduled time for students to access iReady during ELA instruction for up to 15	$0	$0

minimum 45 minutes per week.	minutes daily.		

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement and monitor Accelerated Reader program, provide site-based professional development that promotes student reading fluency and comprehension.	1. Accelerated Reader Program was utilized by all staff as a means of motivating students to read while increasing fluency and comprehension skills. 2. A schoolwide WIG (Wildly Important Goal) was also implemented to promote reading. 3. Students were provided opportunities to check out AR Books from the library and take AR tests regularly. 4. Additional AR books were purchased to support student's reading interests.	$750 - LCFF - 0701 $14,000 - Title 1 - 3010	$12,387 - Title 1 - 3010

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Inclusive of MTSS, implement RTI in specifically targeting students' academic needs in reading as identified within the instructional day with the RtI teacher.	1. Two RtI teachers were made available to provide more intensive support for students with gaps in foundational literacy skills. 2. RtI teachers attended additional training and conferences to enhance the RtI program and further develop instructional strategies.	$80, 358 - Title 1 - 3010 $2,000 - Title 1 - 3010	$4,348 - Title 1 - 3010

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with disabilities will be provided appropriate interventions in ELA to increase reading fluency and comprehension to meet IEP goals and progress towards meeting state standards.	SWD were provided with additional opportunities to participate in interventions to increase reading skills such as RtI program, inclusion push in models and math tutoring.	$6,000 - Title 1 - 3010 $1,500 - LCFF - 0701	$6,190 - Title 1 - 3010

Evaluation (Goal 1)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Estudillo Elementary School implemented all of the actions and services designed to make progress in achieving Goal 1. For Action Item 1.1, the school fully implemented and maintained a school wide intervention (Pro-time) time, providing 40 minutes of targeted literacy instruction - four days a week. Within the classrooms, each student had access to a Chromebook (1:1) which allowed the teacher to provide opportunities for all students to have no less than 15 minutes of iReady ELA instruction during the school day as it was incorporated into the teachers daily classroom schedule. Students access to a Chromebook, also supported the implementation and utilization of the Accelerated Reader (AR) Program outlined in Action Item 1.3. AR was utilized as a motivational strategy to increase student's interest in reading while increasing word recognition skills to increase reading fluency and comprehension skills. Additional professional development and training specifically in literacy (ELA) was provided for all teachers. All teachers were provided with instructional materials that focus on "core 5" of reading to provide targeted instruction. Additionally, we provided Focused Intentional Teaching developing Teacher Clarity connected to the CCSS for Action 1.4. For Action Item 1.5 - Students with disabilities participated in the school wide intervention (Pro-time) and RtI Program in addition to pull out/push in support by the Special Education Teacher .

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Estudillo Elementary utilized multiple measures (common formative assessments, progress monitoring, iReady Diagnostics, and IEP goals), to evaluate student progress. Various achievement data sources through systems such as CDE Dashboard, Schoolzilla, ELPAC, iReady, CAASPP and CFA's were used to monitor progress. Administration also utilized consistent collaborative observations such as classroom observation data

conducted during walkthrough observations, formal observations and informal data. The analysis of the data indicated some growth in ELA which suggests that Action items 1.1, 1.2 and 1.4 were effective towards increasing students academic achievement. For example, students demonstrated approximately 6% - 15% growth in 3 ELA domains (Phonemic Awareness, Phonics and High Frequency words) between BOY and MOY. Action Item 1.4 enabled students performing at Tier III level with more intensive instruction resulting in 14% of students performing at a Tier III level now performing at a Tier II level when BOY and MOY are compared. Although Action 1.3 was implemented and incentives motivated students to read, the overall effectiveness of the program may have been increased with the availability of more AR books and teacher training on the AR program. Collectively, Estudillo Staff continues to collaborate and develop more effective practices to strategically support students with disabilities within the RtI program and shift mindsets to "our" students.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Approximately $19,259 of budgeted expenditures were reallocated to address other school needs related to social emotional learning in response to an increase of adverse student behaviors at the start of the school year.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Modifications based on evaluation results:
- Action Items 1.1, 1.2 and 1.4 - no changes recommended. These action items are supportive of providing all students with tiered literacy support has proven to be effective towards remediating gaps in student's acquisition of foundational literacy skills. It is recommended that these goals continue.
- It is recommended that Action Item 1.3 and 1.4 remain with some modifications.

Goal 2 2019-20

Math: Increase academic achievement in Math instructional program.

State and/or Local Priorities addressed by this goal:

State Priorities:
LCFF Priority 1: Basic Services (Conditions of Learning)
LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
LCFF Priority 4: Student Achievement (Pupil Outcomes)
LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected	Actual
Expected Outcome (Dashboard): ● Increase a minimum of 5 points per year. ● Averaging a 15 to 30 point increase to reach proficiency in 3 years.	**Actual Outcome:** (CA Dashboard): ● All students: 47.9 points below standard, increase of 14.9 points from prior year ● SPED: 111.7 points below standard
Expected Outcome (iReady): Math Performance - all students demonstrated growth from the beginning of the year to mid-year assessment. ● Tier I - 8% (BOY) to 25% (MOY) ● Tier II - 58% (BOY) to 55% (MOY) ● Tier II - 33% (BOY) to 19% (MOY) Decrease the amount of students performing in the Tier III level while increasing students performing in the Tier I level in Math.	A**ctual Outcome (iReady):** Math Performance - all students demonstrated growth from the beginning of the year to mid-year assessment. ● Tier I - 1% (BOY) to 4% (MOY) ● Tier II - 59% (BOY) to 69% (MOY) ● Tier II - 39% (BOY) to 26% (MOY) Decrease the amount of students performing in the Tier III level while increasing students performing in the Tier I level in Math.
Expected Outcome (CFA): Varied per grade level Teachers utilize the data from formative assessment to drive Tier I instruction and create intervention and extension groups around specific learning intentions	**Actual Outcome (CFA): Varied per grade level** During PLC's teachers used the formative assessment data to structure and restructure instructional student groupings for targeted instruction for Eureka Math.
Expected Outcome (PLC, RtI Training and Implementation): Ongoing review of academic data. Training and continued knowledge to support all students.	**Actual Outcome (PLC, RtI Training and Implementation):** Ongoing review of student academic data during weekly PLC and virtual collaboration. Additional professional development and coaching to increase teacher knowledge to support all students.

Actions / Services

Duplicate the Actions/Services **from the prior year SPSA** and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

All students will be provided iReady Math minutes in Math to meet and exceed the minimum 45 minutes per week.	Teachers scheduled time during the instructional day to provide students with access to iReady during Math for up to 15 minutes daily.	$0	$0

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tutoring will be provided to students performing below grade level in Math to address instructional specific needs (number sense, problem-solving, computations,etc);	Morning math tutoring was provided to students in grades 1-5.	$5,200 - Title 1 - 3010	

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will attend targeted PD in math content to support K-5 teachers with implementation of CSS utilizing Eureka Math/ENY.	1. Teachers participate in on-site school PD for Eureka Math. 2. Opportunities for co-planning and co-teaching were designed to provide teachers with additional support in implementation of Eureka Math.	$11,000 - Title 1 - 3010	

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase materials and supplies to support the	Additional instructional resources were purchased to promote more	$10,750 - LCFF - 0701	$1,444 - Title 1 - 3010

implementation of advanced thinking skills and project based learning opportunities.	rigor and critical thinking skills.		

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with disabilities will be provided appropriate interventions in Math to increase problem solving strategies and computation skills to meet IEP goals and progress towards state standards.	1. SWD were provided with additional opportunities to participate in morning math tutoring. 2. The SAI Teacher collaborated and co-teach with the general education teacher to maintain consistency in instructional strategies. 3. The SAI Teacher pushed into the classroom to work with students.	$5,000 - Title 1 - 3010	$6,190 - Title 1 - 3010

Evaluation (Goal 2)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Estudillo Elementary School implemented actions and services designed to make progress in achieving Goal 2, except for action item 2.4. For Action Item 2.1 within every classroom, each student had access to a Chromebook (1:1) which allowed the teacher to provide opportunities for all students to have no less than 15 minutes of iReady Math instruction during the school day as it was incorporated into the teachers daily classroom schedule. For Action Item 1.2, 30 minute tutoring sessions was offered in the mornings for each grade level. Teachers identified students that required Tier II and Tier III supports based on iReady Data to target instruction during tutoring. For Action Item 2.4, all teachers were provided targeted instructional support and additional professional development to support the implementation of Eureka Math. Special Education Teachers also participated in Eureka Math training to align IEP goals with standards and support Action Item 2.5. For Action Item 2.5 - Students with disabilities were invited to participate in math tutoring for additional support in mastery of skills.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

> Estudillo Elementary utilized multiple measures (common formative assessments, progress monitoring, iReady Diagnostics, and IEP goals), to evaluate student progress. Various achievement data sources through systems such as CDE Dashboard, Schoolzilla, DIBELS, ELPAC, iReady, and CAASPP were used to monitor progress. Administration also utilized consistent collaborative observations such as classroom observation data conducted during walkthrough observations, formal observations and informal data.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

> All budgeted expenditures were utilized.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

> Modifications based on evaluation results:
> - Action Items 2.1, 2.3 and 2.5 - no recommended changes. These action items are supportive of providing all students with appropriate interventions for continued progress towards mastery of math concepts. It is recommended that these goals continue.
> - It is recommended that Action Items 2.2 remain with some modifications.
> - Action Item 2.4 was not implemented and is recommended to be removed. During SSC Meeting held on 5/7/2020, the council recommended additional parent training and/or classes are offered to enable parents to support students at home.

Goal 3 2019-20

> Increase the rate of language acquisition for English Learner students.

State and/or Local Priorities addressed by this goal:

> State Priorities:
> LCFF Priority 1: Basic Services (Conditions of Learning)
> LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
> LCFF Priority 4: Student Achievement (Pupil Outcomes)
> LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:
Goal #1-Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

Annual Measurable Outcomes

Expected	Actual
Expected Outcome (Dashboard): Increase growth in all levels with an emphasis on Level 4 ● Level 4: Well developed 36.3% ● Level 3: Moderately developed 34.7% ● Level 2: Somewhat developed 18.7% ● Level 1: Beginning stage 10.4%	**Actual Outcome (Dashboard):** Overall performance was low - 42.2% of EL Students were making progress towards English language proficiency.
Expected Outcome (EL Tutoring): To develop English Learners' proficiency in English	**Actual Outcome (EL Tutoring):** Targeted instruction was provided for EL students to increase proficiency in each domain.
Expected Outcome (Improve the Intellectual quality of instruction): Increase frequency and fidelity of designated ELD instruction	**Actual Outcome (Improve the Intellectual quality of instruction):** Teachers scheduled 30 minutes of designated ELD instruction in their daily instructional schedule.

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English learners will receive a minimum of 30 minutes of effective designated ELD instruction daily, to be monitored by principal through class schedules and observations.	1. Teachers scheduled 30 minutes of designated ELD instruction in their daily instructional schedule. 2. Administrator and EL TOSA classroom visits/observations were conducted throughout the	$0	$0

	school year during designated ELD time.		

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English learners will have meaningful access to a full standards- based and relevant curriculum and the opportunity to develop proficiency in English during Tier I daily instruction as monitored by principal through class schedules and observations.	1. Integrated ELD strategies were utilized during Tier I instruction within the classroom for EL students. 2. Teachers focused Tier I instruction on Teacher Clarity Module 5 specifically vocabulary development and use of language expectations (speaking in complete sentences) for EL students.	$0	$0

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tutoring will be provided to students performing below grade level in ELA to address instructional specific needs (reading fluency, vocabulary development and reading comprehension).	Tutoring was provided once a week focused on the 4 domains of ELPAC for EL students.	$0	$0

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Books and materials to support reading instruction for at-risk EL's during small group instructional block.	Additional reading books were purchased to support EL students.	$4,200 - Title 1 - 3010 $500 - LCFF - 0701	$6,190 - Title 1 - 3010

Evaluation (Goal 3)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Estudillo Elementary School implemented all of the action items and services designed to make support the language acquisition for English Learners. For Goal 3 English Learners were supported through a variety of instructional practices. For Action Item 3.1 and 3.2, schoolwide implementation of daily systematic designated and integrated ELD instruction occurred in the each classroom. Designated English Language Development (ELD) was provided for 30 minutes per day. Teachers scheduled designated ELD time within the instruction day as well as utilized the EL instructional materials and resources provided within the Wonders Curriculum. For Action Item 3.3, EL students were identified based upon iReady Data to determine specific instructional needs. Students were invited to participate in EL Tutoring focused on the ELPAC domains. For Action Item 3.4, additional books and resources were purchased for students and staff.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Although Estudillo Elementary School made an effort towards the implementation of all actions and services designed to make progress towards achieving goal 3, there were some inconsistencies across grade levels. For Action Item 3.1, designated ELD time was included in the classroom daily schedule, however not all teachers adhered to the instructional schedule and protected this time. For Action Item 3.3, tutoring services were provided for EL students. However, student attendance to tutoring was not always consistent. Action Items 3.2 and 3.4 were fully implemented.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

All budgeted expenditures were utilized for its intended purposes.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Modifications based on evaluation results:
- Although action items were supportive of providing EL students with appropriate interventions for continued progress towards English Language Proficiency, it is recommended that these goals are continued with some modifications.
- Action Item 3.4 is recommended to be removed as additional books and supplemental resources were purchased for each grade level.

Goal 4 2019-20

Pupil Engagement (School Attendance) - To create a school environment that encourages student attendance through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.

State and/or Local Priorities addressed by this goal:

State Priorities:
LCFF Priority 3: Parent Involvement (Engagement)
LCFF Priority 5: Student Engagement (Engagement)

Local Priorities:
Goal #4 - Implement a positive, safe and engaging school climate through home/school/community partnerships in a student centered environment.

Annual Measurable Outcomes

Expected	Actual
Expected Outcome: Average Daily Attendance: 97%	Actual Outcome: 96.7% Increased by 1.4% from previous year
Expected Outcome: Chronic absenteeism: 7.7%	Actual Outcome: 6.6%

Actions / Services
Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop an attendance improvement plan to implement attendance policies with fidelity and educate identified groups' families of the importance of attendance.	1. Created a positive monthly incentive plan in which the students had individual or group goals to accomplish based on attendance. 2. Saturday School with themes and incentives for attending. -Monthly flyer attached to the permission slip to ensure parents understand what is Saturday schools purpose. 3. When parents were checking out students early the attendance clerk would attempt to print out the student's attendance and educate the parents about how early pickups can affect their student and that 3 early pickups count as an unexcused absence.	$0	$0

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
We will use "Count Us In" strategies to encourage and promote good attendance at our school.	1. PBIS Tosa met with 3rd, 4th, and 5th-grade students to discuss their daily attendance and strategies using a suggested form from "Count Us In" website	$0	$0

	which empowered students to get to school on time and improve their attendance. 2. Classifying the students earlier who were on their way to being chronic. 3. PBIS Tosa worked with individual families to develop a short term goal to improve attendance.		

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Celebrate attendance throughout the whole school through weekly pep assemblies, attendance challenges, raffles, incentives, awards and recognition.	1. Monthly attendance challenges: the challenges were discussed at weekly pep assemblies and emailed to teachers to discuss/explain further with their students. 2. Classroom challenges: each classroom filled in a letter every day when they had 100% attendance. When they finished spelling out "HEROES HERE" they would receive a treat for the whole class (i.e, extra recess, small treat, or front of the line pass at lunch). 3. Brag tags: students who had 100% attendance for each month would earn a brag tag that stated the	$3,000 - LCFF - 0701	

	month they earned it to hang on their chain in their classroom. 4. Saturday School: Students who attended Saturday school would be put into a drawing for a game, ball, or other treats. 5. RAT (Random Attendance Treats) - 3 random classrooms were drawn daily by the attendance clerk and students and/or class would receive a small treat.		

Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration and attendance clerk will closely monitor students' attendance. Parents whose children have an excessive number of tardies or absences will be contacted.	1. Administration worked with Attendance Clerk by forming an Attendance Intervention Team - meeting regularly to review/discuss attendance concerns. 2. Attendance clerk and PBIS Tosa regularly completed home visits. During home visits, they would inquire about any difficulties or any barriers that are causing the student to not come to school.	$0	$0

Action 4.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
When necessary, School Attendance and Review Team (SART) meetings will be scheduled so strategies can be discussed and agreed upon by all team members, including parents.	1. SART meetings were scheduled to meet with parents concerning their students' attendance. We took the time to discuss with them the reason for the absences and what barriers they had to get their students to school. We offered strategies and suggestions.	$0	$0

Evaluation (Goal 4)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

For Goal 4, Estudillo made a continuous effort to create a welcoming school environment that encouraged regular school attendance. After evaluating our actions as a whole Estudillo would have achieved our goal if Covid

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Most planned actions and services were implemented according to the plan. Some actions not fully implemented included Action Item 4.1 as communication with parents was inconsistent such as parent link messages. Flyers were sent home in September,

October and March yet is not measurable as to whether or not the flyer made it home to parents.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Information unavailable

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Action 4.1 - Students are not always in control of their attendance. As a school, we would encourage them to be on time and attend school every day. However, they are not always in control and their attendance is based on their parent/guardian.

Goal 5 2019-20

School Climate- Provide a safe, inclusive and welcoming learning environment that supports the culturally diverse social and emotional needs for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:
LCFF Priority 6: School Climate (Engagement)
LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:
Goal #4 - Implement a positive, safe and engaging school climate through home/school/community partnerships in a student centered environment.

Annual Measurable Outcomes

Expected		Actual	
Expected Outcome: Data not collected		Actual Outcome: Data not collected	
Expected Outcome: Data not collected		Actual Outcome: Data not collected	
Expected Outcome: Data not collected		Actual Outcome: Data not collected	

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 5.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a schoolwide discipline plan that includes restorative practices and alternatives to suspensions.	A schoolwide discipline plan was implemented to address adverse behaviors.	$1,500 - LCFF - 0701	

Action 5.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Inclusive of MTSS, implement Tier II and Tier III social emotional learning supports in specifically targeting students' behavior needs in as identified within the instructional day. Educational Therapist, Counselor and Consultants (student mentoring) will provide.	All actions were implemented.	$5,000 - LCFF - 0701 $10,000 - Title 1 - 3010	$4233 - Title 1 - 3010

Action 5.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement year 2 - Leader in Me program towards creating a safe and welcoming environment focused on fostering leadership. Bi-weekly meetings to discuss implementation.	All staff supported the implementation of Leader in Me through Action Teams. Action Teams met on a monthly basis to foster student leadership.		

Action 5.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly data analysis of behavior data to determine next steps to address classroom and playground supports.	Discipline data was collected from the playground to identify areas of needs.		

Action 5.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will be provided 7 Habits and anti bullying lesson at the beginning of the school year. Ongoing lessons will be provided to teach social skills and 7 Habits through the school year. "Leader in Me Curriculum and Second Step Bully Prevention"	Classroom teachers and counselors focused on social emotional learning by utilizing Leader in Me student workbooks and Second Step lessons on a regular basis as part of their instruction. The counselor also provided anti-bullying lessons in the classroom and facilitate a social skills group during Pro-Time.	$1,000 - LCFF - 0701	

Action 5.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers, Parent Liaison and parents will participate in ongoing Leader in Me workshops, seminars and conferences.	Teachers and Parent Liaison facilitated 7 Habits for the Family classes in English and Spanish during the school day and weekends. School staff attended LIM conferences and training.	$7,139 - Title 1 - 3010	$1576 - Title 1 - 3010

Evaluation (Goal 5)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Observation, stakeholder feedback with comment cards, parent surveys, California Dashboard.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

An increasing need for a school-wide character and conflict resolution training is needed based upon the amount of student office referrals. The students need extra curricular activities and opportunities that go beyond the standard curriculum and classroom. Some enrichment opportunities for this school year include student leaders and conflict monitors for our 5th graders.--------

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Information Unavailable

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

No Changes have been made

Goals, Actions, Services, and Expenditures for 2020-21

Strategic Planning Details and AccountabilityComplete a copy of the following table for each of the school'

s goals. Duplicate the table as needed.

Goal 1 2020-21

ELA: Increase proficiency with students with disabilities academic achievement in ELA by 10%

State and/or Local Priorities addressed by this goal:

State Priorities:
LCFF Priority 1: Basic Services (Conditions of Learning)
LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
LCFF Priority 4: Student Achievement (Pupil Outcomes)
LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:
Goal #1-Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

Identified Need:

English Language Arts: **All students: 41.4 points below standard, maintained 0.7 points.**
- Hispanic: 41.7 points below standard, maintained 0.8 points.
- Socioeconomically Disadvantaged: 47.4 points below standard, maintained - 0.4 points.
- Students with Disabilities: 126.1 points below standard, increased 3.3 points.
- White: 40.6 points below standard, declined by 22.4 points.
- SWD did not have access to interventions based on our ATSI stakeholder meeting.

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Dashboard/CAASPP ELA Data	CAASPP Overall Performance/End of year	41.5 below standard	42.5 below standard	41.4 below standard
Smarter Balanced ELA Assessment	4.65%	1/44 students met or exceeded the standard 2.3%	4/57 students met or exceeded the standard 7%	N/A due to COVID
iReady Diagnostic Data	10.7%	program not in use	program not in use	BOY-4.5%=4/89 MOY-8.8%=8/91 EOY-no due to covid

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For Supplemental Actions/Services or for Actions/Services to Address Comprehensive Support and Improvement (CSI), indicate below.]

Action 1.1

All students will receive 30 minutes (4 days a week) of tiered literacy instruction based upon individual needs as determined by iReady diagnostic data.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with disabilities	schoolwide

Action 1.2

Provide and promote student reading through literacy programs (specifically Accelerated Reader) including providing site-based professional development that promotes student reading fluency and comprehension. Schoolwide focus on increasing student's reading comprehension skills and to support the Leader in Me W.I.G. (Wildly Important Goal)

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with disabilities	Schoolwide

Action 1.3

Two Substitute Teachers will provide strategic interventions specifically targeting students with disabilities performing under grade level proficiency in reading in grades 1 - 5 as identified by iReady diagnostic data. iReady Diagnostic data will be used to determine students requiring Tier III targeted instruction provided within the instructional day by the teachers. Each trimester, assessment data will be analyzed and groups adjusted. Target Time groups will range from skills based remediation to ELA vocabulary development.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with Disabilities	Schoolwide - Limited to students identified needing Tier III interventions

Action 1.4

Parents of students with disabilities in grades 1st - 5th will be provided appropriate training and resources to help their student meet ELA and behavior goals.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with Disabilities, EL Students	Students with disabilities in grades 1st - 5th, EL Students

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source

1.2 - Software Licenses and subscriptions	Administrator AR Coordinator Grade Level Teachers	2020 - 2021 School year	$20,000 - Title 1 3010
1.3 - Staffing	Administrator Substitute Teachers Grade Level Teachers	2020 - 2021 School year	$37,050 - Title 1 3010
1.4 - Parent engagement PD and Extra Duty	Administrator RTI Teachers Grade Level Teachers SAI Teachers	2020 - 2021 School year	$5,000 - Title 1 3010

Goal 2 2020-21

Math: Increase all student's academic achievement in Math by a minimum of 10%

State and/or Local Priorities addressed by this goal:

State Priorities:
LCFF Priority 1: Basic Services (Conditions of Learning)
LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
LCFF Priority 4: Student Achievement (Pupil Outcomes)
LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:
Goal #1-Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners

Identified Need:

Mathematics: 1 Group
- Students with Disabilities: 111.7 points below standard, increased 16.0 points.

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

CA Dashboard/CAASPP Math Data	CAASPP Overall Performance/End of year	59.4 below standard	63.2 below standard	47.9 below standard
iReady Diagnostic Data	Spring - % at or above grade level	23.8%	44.2%	15.4%
Smarter Balanced ELA Assessment	End of year	-63.9 DFS	-64.4 DFS	- 52.3 DFS

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For Supplemental Actions/Services or for Actions/Services to Address Comprehensive Support and Improvement (CSI), indicate below.]

Action 2.1

30 Minute Tutoring Session (2x's weekly) will be provided to students performing below grade level proficiency in Math in grades 1st - 5th to address instructional specific needs (number sense, problem-solving, computations,etc).

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with Disabilities	Schoolwide

Action 2.2

Students with disabilities in grades 1st - 5th will be provided appropriate interventions in Math to increase problem solving strategies and computation skills to meet IEP goals and progress towards state standards..

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with disabilities	Students with disabilities in grades 1st - 5th

Action 2.3

Teachers will attend targeted PD in math content to support K-5 teachers with implementation of CSS utilizing Eureka Math/ENY as a means of providing best first instruction to meet the needs of all students.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All students	Schoolwide

Action 2.4

Parent professional development (parent classes) will be conducted based on a parents' needs assessment. Parents have expressed a need for strategies they can use to help their children with the Eureka Math curriculum.   With a focus on learning the different ways to solve a math problem.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All students	Schoolwide

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
2.4 - Extra Duty, Subs, Consultants	Administrator Grade Level Teachers Parent Liaison	Various times throughout the school year per grade level	$5000 - Title 1 3010

Goal 3 2020-21

Reclassification - Students will grow by 10% on the ELPAC
ARTEI/LTEL goal - Increase all student's academic achievement on the ELPAC by a minimum of 10%

State and/or Local Priorities addressed by this goal:

State Priorities:
LCFF Priority 1: Basic Services (Conditions of Learning)
LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
LCFF Priority 4: Student Achievement (Pupil Outcomes)
LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:
Goal #1-Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

Identified Need:

Increase the rate of language acquisition for English Learner students. English Language Learner performance level is within the low range as 42.2% making progress towards English Language proficiency.

For ELA: Current EL Students are performing 81.8 points below standards.
For Math: Current EL Students are performing 71 points below standards.

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC	Overall Performance/End of Year	37.7% Proficiency	11.6% Proficiency	n/a

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For Supplemental Actions/Services or for Actions/Services to Address Comprehensive Support and Improvement (CSI), indicate below.]

Action 3.1

Providing staff development training for designated and integrated ELD, academic vocabulary, ELD standards, English learner supports, Thinking Maps, and English learner components in the curriculum (Wonders/Eureka Math) to meet the needs of EL students including EL students with disabilities.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
English Learners Students with Disabilities	English Learners Students with Disabilities

Action 3.2

English learners will receive thirty minutes of daily instruction in ELD to assist them in developing proficiency in English. Students grouped according to student proficiency level, taught in small groups and be part of language centers during ELD. Teachers will use the ELD standards as their guide to instruct students in language acquisition. Teachers will develop lessons to integrate ELD instruction within the instruction across content areas.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
English Learners	Schoolwide - English Learners in grades K - 5

Action 3.3

30 minute tutoring (2x's week) will be provided to EL students in 1st - 5th grades that are performing below grade level in ELA to address instructional specific needs (reading fluency, vocabulary development, reading comprehension and writing). Tutoring lessons will be based on ELD standards to build speaking, listening, reading and writing skills.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners Students with disabilities	English Learners in grades 1st - 5th identified as needing Tier III supports based upon iReady data. English Learners with disabilities.

Action 3.4

Books and resources will be purchased specifically for EL students to use for AR. So we can target language acquisition at an individual's ability level.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All student groups and specifically EL students	Schoolwide k-5

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
3.3 - EL tutoring - Extra Duty	Certificated teacher/guest teacher	Daily/weekly Tier III math/ELA instruction	$5,500 - Title 1 3010
3.4 EL books and resources	Administration	One time	$10,000 Title 1 3010

Goal 4 2020-21

Pupil Engagement (School Attendance) - To create a school environment that encourages student attendance through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: LCFF Priority 3: Parent Involvement (Engagement)

LCFF Priority 5: Student Engagement (Engagement)

Local Priorities:
Goal #4 - Implement a positive, safe and engaging school climate through home/school/community partnerships in a student centered environment.

Identified Need:

Attendance rates indicate that there is a need to focus on strategies to improve student attendance. Student school connectedness rates, which survey students' perception of belonging to their school community, show that there is a continued need to strengthen students' connection to school. Parent survey response rates indicate the importance of continuing to build relationships with families and keeping home - school communication strong.

Academic Engagement - (Chronic Absenteeism): Two groups' attendance fell within the red performance level - American Indian: 26.7% chronically absent, increased 13.1% and African American: 22.2% chronically absent, increased 5.3%.

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Dashboard /Chromic Absentee Rate	End of Year	n/a	11%	12%

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For Supplemental Actions/Services or for Actions/Services to Address Comprehensive Support and Improvement (CSI), indicate below.]

Action 4.1

Staff development - Leader in Me

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
English Learners, Native American, Hispanic, African American,	Schoolwide

| Students with Disabilities, Socioeconomically Disadvantaged. | |

Action 4.2

Student incentives/Field Trips	
Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
English Learners, Native American, Hispanic, African American, Students with Disabilities, Socioeconomically Disadvantaged.	Schoolwide

Action 4.3

Leader in Me Student Resources	
Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All student groups	Schoolwide

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
4.1 Extra Duty	Administrator Teachers	biannually	$10,000
4.2 Incentives/field trips	Administrator Grade Level Teachers	weekly and monthly	$6,075
4.3 Resources - LIM	Administrator	daily	$15,000

Goal 5   2020-21

School Climate - Provide a safe, inclusive and welcoming learning environment that supports the culturally diverse social and emotional needs for all students by decreasing student suspension rates and office discipline referrals.

State and/or Local Priorities addressed by this goal:

State Priorities:
LCFF Priority 6: School Climate (Engagement)
LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:
Goal #4 - Implement a positive, safe and engaging school climate through home/school/community partnerships in a student centered environment.

Identified Need:

Based upon the California Dashboard data Estudillo demonstrated some growth in suspension rates by moving from orange performance level to yellow performance level for all students. Two groups (Hispanic and Socioeconomically Disadvantaged students) showed improvement moving both groups from orange to yellow performance level.

The suspension rate for 3 groups - African American, English Learners and white students fell within the orange range. In addition,

the suspension rate for students with disabilities, American Indian and two or more races fell with the red performance range.

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Dashboard /Suspension Rate	End of Year	4.6%	4.5%	4.1%
Schoolzilla/Suspensions	End of Year	59	42	45
Schoolzilla/Office Referrals	End of Year	389	389	290

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For Supplemental Actions/Services or for Actions/Services to Address Comprehensive Support and Improvement (CSI), indicate below.]

Action 5.1

Implement a schoolwide discipline plan that includes restorative practices, student mentoring and alternatives to suspension. Additional Professional Development for staff as a means of supporting students and addressing adverse behaviors.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All students	Schoolwide

Action 5.2

Implementation year 3 - Leader in Me Program towards creating a safe, welcoming environment focused on student leadership and social emotional learning to foster a positive school environment.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All students	Schoolwide

Action 5.3

School Counselor meets with students as individuals and in small groups to address social-emotional needs. School Counselor also designs class presentations to address teacher concerns regarding whole class student interactions and behaviors.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All students	Schoolwide

Action 5.4

Parent Classes - Training and materials to help parents work with their children to improve academic achievement will be provided.

Students to be Served:	Scope of Service:
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
All students	Schoolwide

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
5.2 - Resources, PD, Materials	Administrator Teachers	Daily	$10,000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned in with the Consolidated Application.

School Goal #1:				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[1] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific sercies to school, e.g. English Language Develoopment Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

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[1] List the date an action will be taken or will begin, and the date it will be completed.

State Priorities and Local Indicators

State Priorities (8) & Local Indicators
1. **Basic Services**: Teachers, master schedule, materials...
2. **Implementation of State Standards**: Includes ELD, NGSS, SSH in addition to ELA and Math
3. **Parent Involvement**: Input, training, and participation
4. **Student Achievement**: Evidence of student work, CFA, benchmarks, CAASPP...
5. **Student Engagement**: Attendance, Suspension Rate, and Grad Rate
6. **School Climate:** A local indicator of this state priority includes the Ca. Healthy Kids Survey.
7. **Access to Courses**: A broad course of study for all students including all subjects and course recovery.
8. **Other Student Outcomes**: College and Career Indicator

California Dashboard Indicators

Academic Performance

Chronic Absenteeism

College/Career Readiness

English Learner Progress

Graduation Rate

Suspension Rate

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of the its engagement processes?
5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC* 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC* 52176 (b) and (c)?
6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards

(Priority 2), and Course Access (Priority 7)?

2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?

3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?

4) What are the school's goal(s) to address any locally-identified priorities?

5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?

7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for student groups experiencing performance gaps?

10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**

11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**

12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**

13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.

Select from:
This site operates a SWP but does not consolidate its funds as part of operating a SWP.
This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
This site operates a SWP and consolidates all applicable funds as part of operating a SWP.
This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).
Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. **(Title III funds may not be consolidated as part of a SWP[1])**
Title IV, Part A: Student Support and Academic Enrichment Purpose: A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.
For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.
Comprehensive Support and Improvement: [If applicable, included in Budget Summary]
Other federal funds (list and describe). Create a new row for each separate program.

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	$121,502	Yes
Title I, Part A: Parental Involvement	$2,573	Yes

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[1] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Subtotal amount of federal categorical funds allocated to this school.	$124,075

State and Local Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).		
Program (from above)	**Allocation**	**Is it consolidated in the SWP?**
Subtotal amount of state and local funds allocated to this school.		

Total of federal, state, and/or local funds for this school:	$124,075

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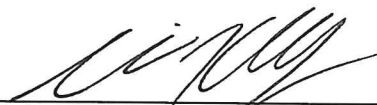
1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.

2. 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.

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

Select from:	
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)	
Special Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
Departmental Advisory Committee	
Other committees established by the school or district (list)	
[Enter name of consulted group or committee]	[Signature of authorized person]
Special Ed. Parent Involvement committee	Chris Kelley

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on: 10/23/2020   .

Attested:

___Chris Kelley_____
Typed name of School Principal

_____
Signature of School Principal

_10/23/2020_
Date

Bertha Lopez_____
Typed name of SSC Chairperson

_____
Signature of SSC Chairperson

_10/23/2020_
Date

12

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.[2] The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Chris Kelley	Principal				
Laura Anaya			Parent Liaison		
Keri Thomas	Asst. Principal				
Birtha Lopez				Chair	
Lorena Casteneda			Noon Duty	Vice Chair	
Jeniffer Calderon				Secretary	
Jazzman Chavez				DAC Represenatative	
Nicole McManaman		Teacher			
Aaron Koenig		Teacher		Parent and staff	
Jen Tolliver					
Shab Hunter				Parent	
Number of members in each category					

<u>Addendum</u>

The SPSA Template

This SPSA template was adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and designed to meet the content requirements of *California Education Code* for a School Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.[3] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.

2. Align with school goals for improving student achievement that are based on verifiable state and local data.

3. Describe how progress toward those academic performance goals will be evaluated.

4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.

5. Be consistent with federally required LEA plans and identify how state and federal requirements will be implemented.

6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.

7. Be developed with the review, certification, and advice of applicable school advisory committees.

8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.

2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.

3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."

4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.

5. Recommend the SPSA to the local governing board.

6. Receive local governing board approval and implement the plan.

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[3] See "Programs Included in this Plan." For information on programs in which your school participates, consult your district office.

7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA, and with information from the CDE "School Plan for Student Achievement" presentation[4], the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.

- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.

- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's ConApp.

- **SSC Membership** — indicates the membership of the SSC to document its composition.

- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.

- **Budget Summary** — is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.

- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

School Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

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[4] https://www.cde.ca.gov/fg/aa/lc/documents/schoolplanwebinar.pdf

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

Instructions: Table of Contents (adapted from the CDE "Instructions")

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school.

Needs Assessment -- Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions
The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

 [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.]

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.]

Schools MUST include information regarding actions and/or services funded by ConApp allocations. Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

Annual Evaluation and Needs Assessment

The planned goals, expected outcomes, actions/services, and budgeted expenditures should be copied verbatim from the previous year's* Governing Board-approved SPSA; in addition, list the state and/or local priorities addressed by the planned goals.

* For example, for SPSA year 2018/19, review the goals in the 2017/18 LCAP. Moving forward,

review the goals from the most recent SPSA year.

Annual Measurable Outcomes
For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services
Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?

- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. 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.]

Goals, Actions, and Services

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state's challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

Goal

State the goal. Schools may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA's LCAP, the goal will usually be a restatement or close version of the LEA goal. ***When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.***

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The SPSA will usually include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities. One goal may address multiple priorities. (Link to State Priorities)

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Identified Need

Describe the needs that led to establishing the goal. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

[CDE Template note: "Completing this section fully addresses all relevant federal planning requirements."]

Expected Annual Measurable Outcomes

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

[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.]

Planned Actions/Services

For Supplemental Actions/Services (those funded by ConApp allocation funds) **OR for Comprehensive Support and Improvement Actions/Services (CSI):**

Students to be Served

For any action/service funded by the school's ConApp allocations, or any action/service funded by a CSI allocation, in order to close achievement gaps and meet the state's academic standards, the school should identify the student group(s) being served.

(For Actions/Services not funded by ConApp allocation funds or CSI, these boxes do not need to be included.)

[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.]

Scope of Service

For each action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, identify the scope of service by indicating "Schoolwide", or "Limited to Indicated Student Group(s)". The school should identify one of the following two options:

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Schoolwide Program, enter "schoolwide".

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Targeted Assistance Program, enter "Limited to Indicated Student Group(s)".

(For Actions/Services not funded by ConApp allocation funds or CSI, these boxes do not need to be included.)

Actions/Services
For the current SPSA year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal should be grouped together. Schools may number the action/service using the "Action #" box for ease of reference. Actions will often be adapted from the LEA's LCAP for the same goal.

[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.]

Person(s) Responsible
For the actions to be performed and services provided to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines
To facilitate completion of the actions to be performed and services provided to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures
For each action/service, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service 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.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II.   The SPSA shall include the following:

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

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

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

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

        b. use methods and instructional strategies that:

            i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

A. Developed by the California Department of Education, January 20

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of the its engagement processes?
5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC* 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC* 52176 (b) and (c)?
6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?

3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?

4) What are the school's goal(s) to address any locally-identified priorities?

5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?

7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for student groups experiencing performance gaps?

10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**

11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**

12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**

13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, February, 2019, from the School Plan for Student Achievement prepared by the California Department of Education, February, 2019. Adapted by E.Williams SJUSD, March 2020.