

## 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
<b>Clayton Record Elementary</b>	33672490102723	<b>October 22, 2020</b>	

## 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).

The purpose of the Schoolwide Program is to improve academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State's academic standards.

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

Clayton A. Record Elementary aligns practices under the Multi-Tiered System of Support (MTSS) framework to service the whole child as noted in the district Local Control Accountability Plan (LCAP). Integrating social and emotional learning, behavior support, and academic support in a comprehensive model will help to address the gaps in learning faced by our most vulnerable populations. Continuing to collaborate through a Professional Learning Community (PLC) model refines our practices targeting struggling students.

Essential Standards in the curriculum frameworks allow teachers to focus on high stakes needs so that lesson design can be revised to meet the social and behavioral demands of the school climate. The work around these Essential Standards is a focus that teachers professionally collaborate around. Teachers unpack these standards and determine which students need support with which portions of the standard. Students receive either timely intervention or extension around these standards.

Our school motto exemplifies our dedication to both students and staff, "All Rancher's Learning Together today, Leading Together Tomorrow." We are committed to supporting and building capacity through ongoing coaching and professional development centered around 21st Century Communication and Partnerships (LCAP 2018).

We are committed to improving family engagement and communication between stakeholders, particularly teachers and families.

## 2020-2021 Plan Summary

## The Story

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

Clayton Record Elementary School is a community school that exudes a positive culture and cultivates learning at all levels and amongst all stakeholders. Our staff has worked through the PLC process to provide targeted support for our students and we continue to dig deeper each year. Our Guiding Coalition is in the process of writing the Model PLC application for Solution Tree and we continue to advance and become more proficient in our Teacher Clarity work focused on standards. We believe in staying focused on what research has proven successful in educating our students, clarity and collaboration. It is through the integration of both that we have seen our students grow.

Our school motto, “ **All Ranchers Learning** together today, **Leading** together tomorrow.” As a staff, we impart this slogan not only upon the students, but instill this as a belief amongst our staff. We as a staff do not subscribe to the old adage that education is a pendulum that sways back and forth in philosophies, rather we believe our society is ever changing, creating a demand for ever changing skills that require our educators to adapt our teaching practices to support students and their needs.

## SPSA Highlights

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

We have learned through the review of our previous year's goals the importance of staying the course but becoming more targeted. We have modified goals and actions to target specific areas to improve growth in both virtual and in person contexts. We have taken lessons learned and applied them to our new goals as well as worked to adapt the information learned from distance learning into our everyday practice. This year, our SPSA features a dedication to digging deeper, staying focused, collecting targeted data and providing support for our student groups and student population as whole.

## 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.

#### **ELA-**

All students: Orange- 27 points below standard (declined 6.1)

ELL- Orange - 35.1 points below standard (declined 11.5)

Hispanic- Orange- 25.7 below standard (declined 4.5)

White- 20.5 below standard

Socioeconomically Disadvantaged- Orange- 33 points below standard ( maintained 1.1)

#### **No performance Color**

Foster Youth: -40 points below standard

Homeless- 81 points below standard

Students with Disabilities- 95.8 points below standard

African American- 48.4 points below standard  
American Indian/ Alaska Native- 76 points below standard  
Filipino- 33.5 points below standard  
Two or more races:

#### **Math-**

All Students: Orange- 30.5 points below standard ( maintained 0.8)  
English Learners: Orange- 35.5 points below standard ( Declined 9.7 points)  
Hispanic: Orange 29.9 below standard ( maintained -1 points)  
Socioeconomically Disadvantaged: Orange -35.2 points below standard ( Increased 6.5)

#### **No Performance Color**

Students with Disabilities: -74 points below standard ( Increased 17.5)  
African American: -37.2 points from standard  
American Indian: -86 points from standard  
Filipino: -9.5 points from standard  
Foster Youth: -8 points from standard  
Two or More races: -48.2 points from standard  
White: -24.2 points from standard ( increased 5.9)

#### **Chronic Absenteeism**

All Students: Green- 7.5 % chronically absent ( Declined 1.5%)  
African American- Orange 17.6% ( Increased 5.5%)  
Students with Disabilities- Orange 10.6% ( increased 1.3%)  
English Learners- Orange- 5.8% ( increased 1%)  
Hispanic- Green- 6.4% chronically absent (declined 1.4%)  
Socioeconomically disadvantaged- green 8.4% chronically absent ( declined 1.7%)  
White- green

#### **No Performance Color**

Two or more races: 20% chronically absent ( increaseed 3.3%)  
Asian  
Filipino  
Foster Youth- 7.7% chronically absent ( declined 9.7%)  
Homeless  
Pacific Islander

#### **Suspension**

All Students: Orange- 1.9% at least once ( increased 0.7%)  
English Learners- Orange 1.9% ( increased 1.2%)  
Socioeconomically Disadvantaged: Orange 2.1% ( increased 0.6%)  
Students with Disabilities- Orange 2.3% ( increased 2.3%)  
Hispanic- Yellow 1.3% ( maintained 0.2%)  
African American- Blue ( maintained 0%)  
White- Red 7.3% suspended ( increase of 4.2%)

#### **No Performance Color**

American Indian  
Asian  
Filipino  
Foster Youth- 0% ( declinded 8%)  
Homeless- 0%

Two or More Races- 0% ( maintained 0%)

## 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?

**In analyzing state indicators it has been determined that the following areas have presented as the “Greatest Needs” here at Clayton Record Elementary School.**

### **ELL**

English Language Learners- Orange - 35.1 points below standard (declined 11.5) ELA

English Learners: Orange- 35.5 points below standard ( Declined 9.7 points) Math

English Learners- Orange- 5.8% ( increased 1%) Chronic Absenteeism

English Learners- Orange 1.9% ( increased 1.2%) Suspensions

### **Socioeconomically Disadvantaged:**

Socioeconomically Disadvantaged- Orange- 33 points below standard ( maintained 1.1) ELA

Socioeconomically Disadvantaged: Orange -35.2 points below standard ( Increased 6.5) Math

Socioeconomically disadvantaged- green 8.4% chronically absent ( declined 1.7%) Chronic Absenteeism

Socioeconomically Disadvantaged: Orange 2.1% ( increased 0.6%) Suspension

### **Students with Disabilities:**

Students with Disabilities- 97.5 points distance from standard ( Math)

Students with Disabilities- 95.8 points below standard ( ELA)

Students with Disabilities- Orange 2.3% ( increased 2.3%) Suspension

Students with Disabilities- Orange 10.6% ( increased 1.3%) Chronic Absenteeism

### **African American:**

African American- 48.4 points below standard (ELA)

African American: -37.2 points from standard ( Math)

African American- Orange 17.6% ( Increased 5.5%) Chronic absenteeism

African American- Blue ( maintained 0%) Suspension

## 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).*

### **Suspensions**

All Students: Orange- 1.9% at least once ( increased 0.7%)

White Students: Red 7.3% suspended ( increase of 4.2%)

*Local performance Indicators:*

Schoolzilla Suspension Rate

( White Students 1.2%)

**Chronic Absenteeism**

African American- Orange 17.6% ( Increased 5.5%)

Students with Disabilities-Orange 10.6% ( increased 1.3%)

Two or more races: 20% chronically absent ( increaseed 3.3%)

*Local performance Indicators:*

Schoolzilla Chronic Absenteeism

African American- 20%

Two or more races- 10%

Students with disabilities 10.6%

**Math**

Two or More races: Orange -48.2 points from standard

English Learners: Orange- -35.5 points below standard ( Declined 9.7 points)

Socioeconomically Disadvantaged: Orange -35.2 points below standard ( Increased 6.5)

*Local performance Indicators:*

I-Ready MOY

Two or more races:

English Language Learners:

Socioeconomically disadvantaged:

**ELA**

ELL- Orange - 35.1 points below standard (declinded 11.5)

Socioeconomically Disadvantaged- Orange- 33 points below standard ( maintained 1.1)

Foster Youth: -40 points below standard

Homeless- 81 points below standard

Students with Disabilities- 95.8 points below standard

African American- 48.4 points below standard

American Indian/ Alaska Native- 76 points below standard

Filipino- 33.5 points below standard

Two or more races:

*Local performance Indicators:*

**I-Ready MOY**

ELL: (ELA 16% on level) ( Math 8.2%)

Socioeconomically Disadvantaged: (ELA 1 on level) ( Math)

Foster Youth: (ELA on level) ( Math)

Homeless: (ELA on level) ( Math)

Students with Disabilities: (ELA 20.8% on level) ( Math 9.6%)

African American: ( ELA 31.6% on level) ( Math 25.6%)

AI: (ELA 0% on level) ( Math 0%)

Filipino: (ELA 60% on level on level) ( Math 60%)

Two or more races: (ELA 40%on level) ( Math 29.4%)

## Resource Inequities

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

With input from School Site Council, we are exploring the performance of English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities and African American Students in the Dashboard Indicators and local performance measures of English Language Arts,, Mathematics, Chronic Absenteeism and Suspension Rate.

## 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)

#### **ELAC**

Sept 30, 2020 2:30-3pm  
October 16, 2020 2:30-3:30  
Dec 17, 2020 1-2pm  
Mar. 4, 2020 1-2pm  
Apr. 22, 2020 1-2pm

#### **School Site Council**

Oct. 1, 2020 11-12pm  
Dec. 9, 2020 12:30-1:30pm  
Mar. 3, 2021 12:30-1:30pm  
May 26, 2020 12:30-1:30pm

#### **Coffee with the Principal**

Sep. 10, 2020 9-10am  
Oct. 22, 2020 9-9:30am  
Nov 19, 2020 9-9:30am  
Jan. 14, 2021 9-9:30am  
Feb. 11, 2021 9-9:30am  
Mar. 11, 2021 9-9:30am

#### **Family Support Meetings**

Every Tuesday and Thursday from 2:30-3:00

### Impact on the SPSA and the Annual Evaluation

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

All the aforementioned groups collaborated on proposed SPSA goals and offered insight. Modifications were made to reflect the insight offered by all teams and our current virtual context, Actions were adjusted to account for budget changes and planning for both a virtual and hybrid context. All groups were in agreement with the proposed goals and strategies.

## 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:	\$ [84,874]
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:	\$ [84,874]

## 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.

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.

[Add text here]

# Annual Evaluation and Needs Assessment for Record 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 student achievement in ELA by continuing to decrease the distance from standard for all students.  
(CAASPP, benchmark, common formative assessment & I-Ready)

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

State Priorities: 1. Basic Services, 2. State Standards, 4. CAASPP

Local Priorities: I-Ready/ DRA/ Common Formative Assessment

## Annual Measurable Outcomes

Expected	Actual
Expected Outcome: Increase achievement by a minimum of 3 points distance from standard via CAASPP assessment	Actual Outcome: Local Indicator: I-Ready BOY 21% on level increased to 34.9% on level MOY
Expected Outcome: Decrease the amount of students performing in the Tier III level while increasing students performing in the Tier I level via I-Ready EOY	Actual Outcome: Local Indicator: I-Ready Tier II decreased from 50.6% on BOY to 46.5% on MOY. Tier III decreased 28.4% to 17.6%
Expected Outcome: Formative Assessments are being generated in each grade level around specific learning intentions within an essential standard	Actual Outcome: CFA Guiding Coalition Survey data shows that 100% of grade levels are creating and reviewing CFA during weekly collaboration.

## 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
Teacher Clarity/ PLC Integration	Teacher Clarity/ PLC Integration	Teacher Release \$13,050.00	Teacher Release \$ 13,050.00

## Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELA Tutoring	ELA Tutoring Program	Tutoring supplies/material: \$17,123.00	Tutoring Supplies/ Materials \$ 17,123.00

## Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention Teacher	Intervention Teacher	Intervention Teacher \$68,336.00	Intervention Teacher \$68,336.00

## 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.

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On Level - Non-English Language Learner	21.1%	34.9%
1 Level Below - Non-English Language Learner	50.6%	46.5%
2 or More Levels Below - Non-English Language Learner	28.4%	17.6%
Above Level - Reclassified		5%
On Level - Reclassified	37.5%	60%
1 Level Below - Reclassified	57.5%	30%
2 or More Levels Below - Reclassified	5%	5%

#### Guiding Coalition CFA Survey Data:

As a grade level team, a portion of our collaboration is designated to Common Formative Assessment creation?	100% Weekly during collaboration
As a grade level team, a portion of our collaboration is designated to reviewing data from Common Formative Assessment	100% Weekly during collaboration
As a PLT team, you create both a pre-assessment and a post assessment around the essential standards you focus on during our WIN instruction?	75% of the time during collaboration
Your PLT team has broken all of your ELA High Priority Standards into progressions and learning intentions?	100% of High Priority Standards completed
Your PLT team has broken all of your Math High Priority Standards into progressions and learning intentions?	100% of High Priority Standards completed
Your team has collaborated about what success criteria and proficiency are for each of the learning intentions you are teaching during your WIN time?	100% of time before we switch for WIN ( Intervention/ Extension)

Do you feel the full day release days per trimester for PLT meetings are useful to your team?	100% fully agree
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Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Teacher Clarity/ PLC Integration: Guiding Coalition data shows this action was successful with needed growth in developing and analyzing Pre-Assessment.

ELA Tutoring: Middle of the Year data shows that this action was successful with an increase of 13.8% in on level learning which was the focus of the ELA tutoring.

ELA Intervention Teacher: Intervention data demonstrates this action was successful in that MOY DRA data shows an increase of 3.5 DRA levels for students receiving tier III support.

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

There are no material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures

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: Continue or discontinue and explain why.

**ELA Tutoring:** Continue and modify with distance learning applications to continually assess student growth as they work through applications to ensure data collection is continued.

**Teacher Clarity PLC** trimester release was effective in progressions of all high priority standards completed, cfa' crafted around all high priority standards. This will be continued with a focus on site specific essential standards and continued DOK aligned CFA and Success Criteria development.

**Intervention Teacher:** This action will continue as we have seen growth for students performing in Tier III. We will modify this strategies and structures by utilizing Intervention materials within the Wonders Curriculum or a designated Intervention program.

## Goal 2 2019-20

Math: Increase student achievement in Math by continuing to decrease the distance from standard (DFS) to meet proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services, 2. State Standards, 4. CAASPP

Local Priorities: I-Ready/ Common Formative Assessment

## Annual Measurable Outcomes

Expected	Actual
Expected Outcome: Increase achievement by a minimum of 3 points each year	Actual Outcome: Local Indicator I- Ready data shows an increase of students performing on level BOY of 8% to MOY of 25%
Expected Outcome: Decrease the amount of students performing in the Tier III level while increasing students performing in the Tier I level	Actual Outcome: Local Indicator I-Ready data shows a decrease in tier III from 30% BOY to 16% MOY and a decrease in tier II from 62% to 58%
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 Guiding Coalition Survey data shows that 100% of grade levels are creating and reviewing CFA during weekly collaboration.

## 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
Math Tutoring	Math Tutoring	Tutoring supplies/material: \$17,123.00	Tutoring supplies/material: \$17,123.00

### Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Intervention Teacher	Intervention Teacher	Intervention Teacher \$68,336.00	Intervention Teacher \$68,336.00

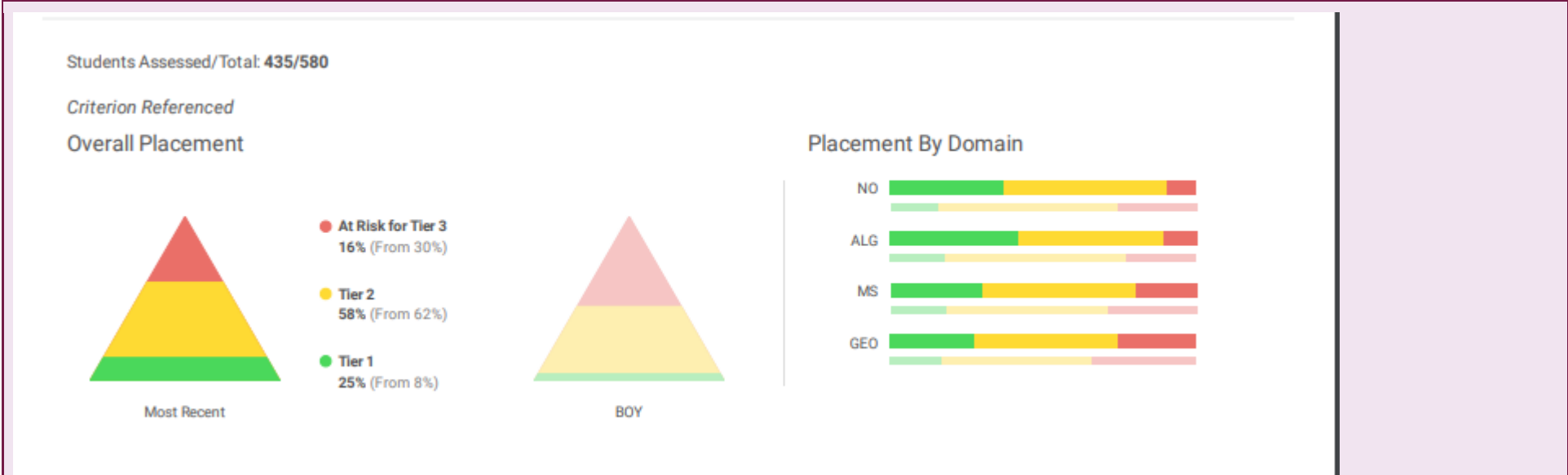
Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher Clarity/ PLC Integration	Teacher Clarity/ PLC Integration	Teacher Release \$13,050.00	Teacher Release \$13,050.00

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.



Guiding Coalition CFA Survey Data:

As a grade level team, a portion of our collaboration is designated to Common Formative Assessment creation?	100% Weekly during collaboration
As a grade level team, a portion of our collaboration is	100% Weekly during collaboration

designated to reviewing data from Common Formative Assessment	
As a PLT team, you create both a pre-assessment and a post assessment around the essential standards you focus on during our WIN instruction?	75% of the time during collaboration
Your PLT team has broken all of your ELA High Priority Standards into progressions and learning intentions?	100% of High Priority Standards completed
Your PLT team has broken all of your Math High Priority Standards into progressions and learning intentions?	100% of High Priority Standards completed
Your team has collaborated about what success criteria and proficiency are for each of the learning intentions you are teaching during your WIN time?	100% of time before we switch for WIN ( Intervention/ Extension)
Do you feel the full day release days per trimester for PLT meetings are useful to your team?	100% fully agree

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

Teacher Clarity PLC Release Collaboration: Guiding Coalition Survey data shows that the collaboration release time resulted in 100% of High Priority Standard progressions completed and CFA created.  
Intervention Teacher: Tier III support data shows a decrease in students performing two more grade levels behind from 30% to 16%  
Tutoring: Local Indicators show an increase in students performing on level from 8% to 25%

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

There are no material differences between budgeted expenditures for Categorical Funds and Estimated Actual Expenditures

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: Continue or discontinue and explain why.

**ELA Tutoring:** Continue and modify with distance/ online learning applications to continually assess student growth as they work through applications to ensure data collection is continuous throughout the year.

**Teacher Clarity PLC** trimester release was effective in progressions of all high priority standards completed, cfa' crafted around all high priority standards. This will be continued with a focus on site specific essential standards and continued DOK aligned CFA and Success Criteria development.

**Intervention Teacher:** This action will continue as we have seen growth for students performing in Tier III. We will modify this strategies and structures by utilizing Intervention materials within the Eureka curriculum and formulate more formal data collection opportunities.

### Goal 3 2019-20

English Learners:

Provide equitable access to differentiated practices within the classroom instructional model and lesson design supporting reclassified students in addition to other subgroups of ELs.

State and/or Local Priorities addressed by this goal:

State Priorities: CAASPP/ EL PAC

Local Priorities: I-Ready/ DRA/ Common Formative Assessment

### Annual Measurable Outcomes

Expected	Actual
Increase EL student achievement in SBAC overall.	Actual Outcome: Local Indicator I-Ready BOY increased from 6.8% to 16.5% MOYstudents learning on level
Increase proficiency ELs by 10% minimum	Actual Outcome: Local Indicator I-Ready BOY increased from 6.8% to 16.5% MOYstudents learning on level

Teachers utilize the data from formative assessment to drive Tier I instruction and create intervention and extension groups around specific learning intentions tied to ELD standards

Actual Outcome: Teacher's need additional guidance in integrating ELD standard collaboration into the essential standards planned for during WIN ( Intervention/ Extension)

## 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
Teacher Collaboration/ ELD Essential Standard Progressions	Teacher ELD Collaboration/ not specific to ELD Essential Standards	Teacher Release \$13,050.00	Teacher Release \$13,050.00

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELD Tutoring	In School support Tutoring/ EL PAC prep with Intervention Teachers	Intervention Teacher \$68,336.00	Intervention Teacher \$68,336.00

## 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.



## iReady Math Diagnostic At or Above Grade level

percent of students whose highest score on the iReady diagnostic Math was at or above their grade level

### CHOOSE TIME PERIOD

2017-2018	2018-2019	2019-2020
Spring	Fall Winter Spring	Fall Winter Spring

### CHOOSE CONTENT

Overall

### FILTER BY

Clayton A Re... x

x

▼

### COMPARE BY

EL Status

▼

Graph Table

Overall — Compared By: EL Status — Filtered By: Clayton A Record Elementary School

	Fall 19-20 <a href="#">↑↓</a>	Winter 19-20 <a href="#">↑↓</a>
On Level - English Language Learner	2.6%	7.4%
1 Level Below - English Language Learner	53.5%	70.5%
2 or More Levels Below - English Language Learner	43.9%	22.1%
On Level - Initially Fluent	16.7%	57.1%
1 Level Below - Initially Fluent	66.7%	42.9%
2 or More Levels Below - Initially Fluent	16.7%	
On Level - Non-English Language Learner	10.4%	25.7%

## iReady ELA Diagnostic At or Above Grade Level

percent of students whose highest score on the iReady diagnostic ELA was at or above their grade level

### CHOOSE TIME PERIOD

Spring      Fall      Winter      Spring      Fall      Winter      Spring


### CHOOSE CONTENT

Overall

### FILTER BY

### COMPARE BY

Overall – Compared By: EL Status – Filtered By: Clayton A Record Elementary School

	Fall 19-20 	Winter 19-20 
On Level - English Language Learner	6.8%	16.5%
1 Level Below - English Language Learner	50%	52%
2 or More Levels Below - English Language Learner	43.2%	31.5%
On Level - Initially Fluent	28.6%	57.1%
1 Level Below - Initially Fluent	71.4%	42.9%
2 or More Levels Below - Initially Fluent		
Above Level - Non-English Language Learner		1.1%

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

ELD Tutoring: In school tutoring for ELL four week time period prior to EL PAC. After School tutoring was not able to be implemented due to COVID-19 pandemic.

ELD Essential Standard Progressions: Teachers will need additional training and support to aide in the integration of ELD standards into the identified High Priority Standards and how to support ELL in both.

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

There are no major differences between budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures

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.

This goal will be modified and appear in the 2020-2021 proposed goals in more detail. During trimester release dates, a portion of the designed collaboration time will be directly related to correlating the Essential Standards focused on for each trimester with the corresponding ELD standard and there will be designated collaboration time focused on strategies.

## Goal 4 2019-20

All students will be provided a safe and positive school environment for learning

State and/or Local Priorities addressed by this goal:

State Priorities: California Healthy Kids Survey

Local Priorities: PBIS student surveys/ Refocus data/ AERIES data

## Annual Measurable Outcomes

Expected	Actual
Administrators and teams evaluate data to determine next steps to support student needs.	Actual Outcome; Refined Refocus data via Google forms. PBIS/ Problem Solving team evaluate and collaborate around this data.
Administrators and teams evaluate data to determine next steps to support families and parents.	Actual Outcome: Use of Healthy Kids/ AERIES data/ Refocus/ Parent Survey to address concerns at Coffee with Principal and SSC.
PBIS team and administrators review data to support students social/emotional and safety needs	Actual Outcome: PBIS team reviewed monthly as a team, Problem Solving team reviews data weekly.

## 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
Sustained PBIS Structures/ Systems/ Culture: Social- emotional support for Tier II and Tier III students will incorporate more opportunities for students to make positive impacts on campus building responsibility and confidence while fostering interpersonal skills.	Goal Getters in application PBIS TOSA Support Problem Solving Teams	Intervention Teacher \$68,336.00 ( Title 1)	Intervention Teacher \$68,336.00 (Title 1)

## Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Data Review Protocols put into place for Tier III academic intervention team, Tier II/III Social/Emotional Problem Solving team. Refine Goal Getter data to reflect application of student goals in the classroom	PBIS Team data review Problem Solving Team	Intervention Teacher \$68,336.00 ( Title 1)	Intervention Teacher \$68,336.00 ( Title 1)

## Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Emergency Release:	PBIS team / Safety Team	ASB Rancher Store ( \$1,000)	ASB Rancher Store ( \$1,000)

## Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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PBIS/ Our Rancher store team consists of students who run our Friday store in which students purchase items with Rancher Bucks that they have earned throughout the week.	Continue to Stock Store	ASB (\$1,000)	ASB (\$1,000)
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### 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.

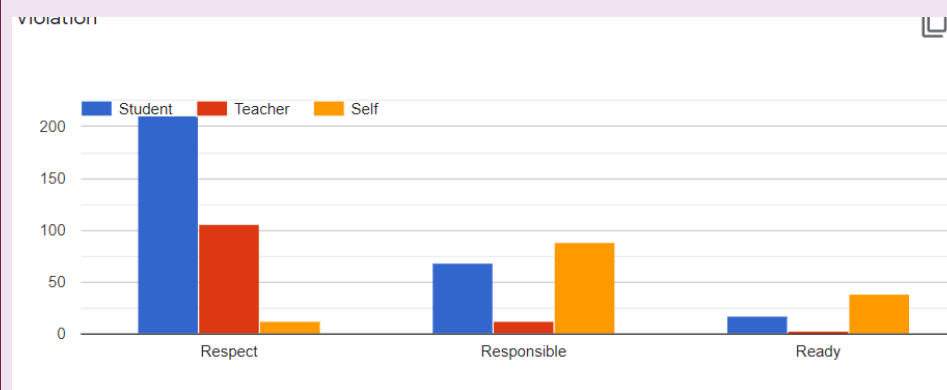
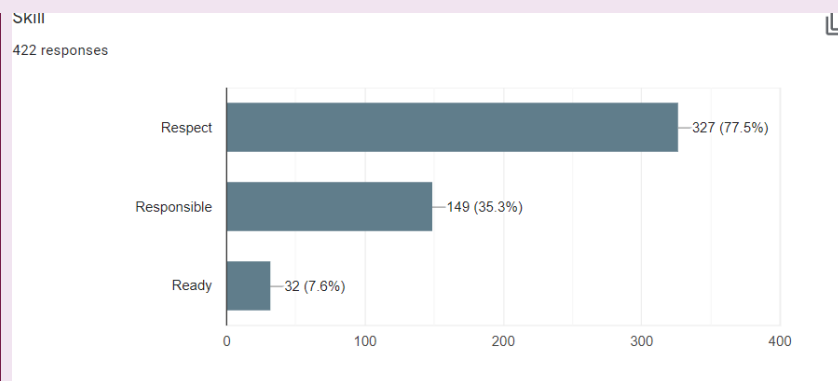
Grade

423 responses

Grade	Percentage
TK	35.9%
K	22.5%
1	18.2%
2	14.9%
3	
4	
5	

Office Referrals: Decreased 4.7% ( by 84)

Suspension Rate:Decreased . 2% ( by 1)



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

Social-Emotional Support for Tier II and Tier III has decreased major incidents and infractions by supporting students building skills in application Data Review Protocols for Problem Solving/ PBIS team/ Academic Intervention has improved structures and strategies in a Tier I /Tier II setting has decreased behaviors in the tier III setting.

Rancher Store: Consistently needs to be restocked( ASB) due to students receiving Rancher Bucks for showing responsibility, being respectful and being safe.

Emergency Release: Easy ups were not purchased specifically for this area, rather shared from OT area when needed.

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

There are no major material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

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.

State and local indicators show a decrease in referrals and suspensions coupled with an increase in positive reinforcement rewards. This demonstrates the systems in place have helped to create a positive climate on our school campus.

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

Strategic Planning Details and Accountability

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

## Goal 1 2020-21

Decrease distance from standard by 10 points each year for Students with Disabilities, English Language Learners, African American students and socioeconomically disadvantaged students as by the California School Dashboard a local measures include Phonics/Decoding and CFA formative assessment

## State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7, 8
Local Priorities: Goal 1

## Identified Need:

In examining our data we determined we needed additional support for the aforementioned student groups in phonics development, reading comprehension and writing. We determined a need for designed Intervention programs and programs that support these students in these specific areas.
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**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
CAASPP	DFS -34.8	DFS -22.1	DFS -34.8	N/A
I-Ready	Tier 1- 33% (MOY) Tier 2- 48% Tier 3- 19%	Tier 1- 35% (BOY) Tier 2- 37% Tier 3- 28%	Tier 1- 41% (BOY) Tier 2- 38% Tier 3- 21%	Tier 1- 33% (MOY) Tier 2- 48% Tier 3- 19%
Phonics and Decoding	N/A	N/A	N/A	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 1.1

Tier III Reading Progression support by Guest Teacher.	
<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from SED, English Learners, Students with Disabilities, o	Select from Schoolwide or Limited to Indicated Student Group/s.
All student groups, including students with Disabilities, English Language Learners, African American Students and Socioeconomically Disadvantaged Students.	School wide

### Action 1.2

Teacher Release Time: Provide Grade level teams with collaboration to review data (iReady, CFA, Phonics, Decoding, DRA), identify instructional strategies and next steps for instructional support. Will have full day collaboration time once per trimester.	
<b>Students to be Served:</b>	<b>Scope of Service:</b>
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, English Language Learners, African American students and Socioeconomically Disadvantaged students.	Schoolwide

### Action 1.3

Purchase Razkids to provide students with additional opportunities to apply foundational reading skill and provide teachers with a live progress monitoring of students' reading levels.
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**Students to be Served:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged students.

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**Scope of Service:**

Select from Schoolwide or Limited to Indicated Student Group/s.

schoolwide

**Action 1.4**

Purchase computer devices that provide higher user accessibility for students.

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**Students to be Served:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Students with Disabilities

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**Scope of Service:**

Select from Schoolwide or Limited to Indicated Student Group/s.

Students with Disabilities

**Action 1.5**

Purchase of “Go Formative” to progress monitor students’ reading levels with live feedback for students.

All Students including Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged students.

Schoolwide

## Action 1.6

Provide a family night for parents to learn about phonics instructional strategies that can be used at home with their students.

Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged students.	Schoolwide
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## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
1.1 - sub pay for Guest Teacher	Administrator, office manager	10/23/20 start date-5/30/2020, Progress of action will be shared through SSC	\$16,196.67
1.2- Certificated Staff Release	Admin, office manager, Teachers	Mid November Mid February Mid May	\$12, 150.00
1.3- Razkids	Admin/ Office Manager Teachers/ Resident Guest	November 1st-June 10th	\$5,985.90
1.4 ACER Touch Screens	Admin/Office Manager/Mod/ Severe Teachers	November 4th	\$ 12, 300.00
1.5 Go Formative	Teachers/ Guest Teacher support	Ongoing Purchase Nov. 4th	\$4,134.00
1.6 Extra duty for certificated	Admin/ Office Manager Parent	February 24th	

staff	Liaison		\$494.70
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## Goal 2 2020-21

Decrease distance from standard by 10 points each year in Mathematics for Students with Disabilities, English Language Learners, African American students and socioeconomically disadvantaged students as by the California School Dashboard and local measures (see below).

## State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7, 8

Local Priorities: Goal 1

## Identified Need:

In examining our data we determined we needed additional support for the aforementioned student groups in fluency, number sense and conceptual concept building. We determined a need designed Intervention programs and tutoring monitoring programs that support these students in these specific areas.

**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
CAASPP	DFS -34.9	DFS -32	DFS -34.9	N/A
I-Ready	Tier 1- 23% (MOY) Tier 2- 62% Tier 3- 15%	Tier 1- 35% ( BOY) Tier 2- 41% Tier 3- 22%	Tier 1- 14% (BOY) Tier 2- 43% Tier 3- 43%	Tier 1- 23% (MOY) Tier 2- 62% Tier 3- 15%
Numbers and Operations screener				

## 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

Tier III Math Numbers and Operations Progression support by Guest Teacher for grades k-5	
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#### 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 including Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged students.	Schoolwide
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### Action 2.2

Teacher Release Time: Provide Grade level teams with collaboration to review data (iReady, number and operations screeners), identify instructional strategies and next steps for instructional support
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#### 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 including Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged students.	Schoolwide
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### Action 2.3

Purchase computer devices that provide higher user accessibility for students.
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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

#### Action 2.4

Purchase of “Go Formative” to progress monitor students’ reading levels with live feedback for students.
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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 including Students with Disabilities, English Language Learners, SocioEconomically Disadvantaged Students	Schoolwide

#### Action 2.5

Provide a family night for parents to learn about instructional strategies that support numbers and operations and can be used at home with their students.
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Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged students.	Schoolwide
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## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
2.1 - Sub pay for Guest Teacher	Administrator, office manager	10/21/20 start date-5/30/2020, Progress of action will be shared through SSC	\$16,196.67
2.2- Certificated Staff Release	Admin, office manager, Teachers	Mid November Mid February Mid May	See goal 1, action 1.2
2.3 ACER Touch Screens	Admin/Office Manager/Mod/ Severe Teachers	November 4th	See goal 1; Action 1.4
2.4 Go Formative	Teachers/ Guest Teacher support	Ongoing Ordered Nov. 4th	See goal 1 action 1.5
2.5 Extra duty for certificated staff	Administrator/Office Manager/Certificated Staff members that participate/ Parent Liason	March 24th	\$494.70

## Goal 3 2020-21

Increase by 2% percent the performance in the Written language of the ELPAC of 4th and 5th grade English Language Learner students. Reducing by 25% the percentage of ARTEL students.
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**State and/or Local Priorities addressed by this goal:**

State Priorities: 1,2,4,5,7, 8

Local Priorities: LCAP 1

**Identified Need:**

ELPAC scores from 2018-2019, show that 4th and 5th grade students' reclassification is being impacted by their ELPAC scores in the writing. Due to the low number of students being reclassified, we have a high number of students identified as At Risk for being Long Term English Learners.

**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
CAASPP ( EL)	105.9 points distance from standard	78.3 points distance from standard	68.6 points distance from standard	105.9 points distance from standard
EL PAC Overall for Current 4th Current 5th		N/A	Current 5th ( Level 4 5% Level 3: 32% Level 2: 43% Level 1: 19%)  Current 4th ( Level 4: 0% Level 3: 37% Level 2: 32% Level 1: 32%)	Current 5th ( Level 4: 5% Level 3: 26% Level 2: 53% Level 1: 16%)  Current 4th ( Level 4: 6% Level 3: 44% Level 2: 44% Level 1: 6%)
I-Ready EL overall	16% at or above grade level ( Winter)	19% at or above grade level ( Spring)	24% at or above grade level ( Spring)	16% at or above grade level ( Winter)
Writing from Beginning and Beyond/ ELPAC writing Rubrics				
LAS				

**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

Guest Teacher will provide targeted support in the Oral and Written language areas for 4th/5th grade students and ARTELS

#### Students to be Served:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

English Language Learners

#### Scope of Service:

Select from Schoolwide or Limited to Indicated Student Group/s.

English Language Learners and ARTELS

### Action 3.2

Teacher Release Time: Provide Grade level teams with collaboration to review data ELA data, identify instructional strategies and next steps for instructional support

#### Students to be Served:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

All students including Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged students.

#### Scope of Service:

Select from Schoolwide or Limited to Indicated Student Group/s.

Schoolwide

### Action 3.3

Family Support Nights to support parent learning of ELD writing standards and ELPAC assessment

English Language Learners	Schoolwide
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## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
3.1 - Sub pay for Guest Teacher	Administrator, office manager	10/21/20 start date-5/30/2020, Progress of action will be shared through SSC	\$16,196.67
3.2-Certificated Staff Release time	Admin, office manager, Teachers	Mid November Mid February Mid May	See goal 1, action 1.2
3.3 Extra duty for certificated staff	Administrator/Office Manager/Certificated Staff members that participate/ Parent Liason	April 26th	\$494.70

### Goal 4 2020-21

Decrease Chronic absenteeism ( in traditional setting/ hybrid setting or virtual setting) by 5% for Students with Disabilities, English Language learners, African American students and socioeconomically disadvantaged students.

### State and/or Local Priorities addressed by this goal:

State Priorities: LCAP goals 3,5,6,7

### Identified Need:

In examining our data we determined we needed additional support for the aforementioned student groups in reducing chronic absenteeism, we determined a need to merge PBIS/Problems Solving Teams/ Attendance taskforce to support communication and relationship building to reduce chronic absenteeism.

**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
Schoolzilla	9.78%	10.73%	11.18%	9.78%
California School Dashboard	8.3%	N/A	9.1%	7.5%
I-Ready Chronic absenteeism.	BOY 20/21 ELA 8/69 = 11.5% Math 6/69 = 8.6%			

### 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

Provide a family night for parents to strengthen school home connection by engaging in conversations of high yielding engagement strategies that are applied at home.

#### Students to be Served:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Students with Disabilities, English Language Learners, African American students and Socioeconomically Disadvantaged

#### Scope of Service:

Select from Schoolwide or Limited to Indicated Student Group/s.

Schoolwide

students.	
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## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
4.1 Extra duty for certificated staff	Administrator/Office Manager/Certificated Staff members that participate/Parent Liaison	November 4th	\$494.70

## 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:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>1</sup>  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 services to school, e.g. English Language Development 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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<sup>1</sup> 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.	<u>Basic Services</u> : Teachers, master schedule, materials...
2.	<u>Implementation of State Standards</u> : Includes ELD, NGSS, SSH in addition to ELA and Math
3.	<u>Parent Involvement</u> : Input, training, and participation
4.	<u>Student Achievement</u> : Evidence of student work, CFA, benchmarks, CAASPP...
5.	<u>Student Engagement</u> : Attendance, Suspension Rate, and Grad Rate
6.	<u>School Climate</u> : A local indicator of this state priority includes the Ca. Healthy Kids Survey.
7.	<u>Access to Courses</u> : A broad course of study for all students including all subjects and course recovery.
8.	<u>Other Student Outcomes</u> : 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 as a targeted assistance school (TAS), not as a schoolwide program (SWP).

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<sup>1</sup>)**

**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?
<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs).	\$82,874.00	[yes]

<sup>1</sup> 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.

<b>itle I, Part A: Parental Involvement</b> (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).	\$2,000	yes
Subtotal amount of federal categorical funds allocated to this school.	84,874.00	

**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.

<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.).		
<b>Program (from above)</b>	<b>Allocation</b>	<b>Is it consolidated in the SWP?</b>
[List state or local program here]	[\$Amount of allocation]	[Enter yes or no]
[List state or local program here]	[\$Amount of allocation]	[Enter yes or no]
[List state or local program here]	[\$Amount of allocation]	[Enter yes or no]
Subtotal amount of state and local funds allocated to this school.		

Total of federal, state, and/or local funds for this school:	[\$Enter total funds here]
--	----------------------------


## 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 is 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

**(Check those that apply):**


Parent Teacher Association

  
Signature

English Learner Advisory Committee

  
Signature

Special Education Advisory Committee

  
Signature

Other committees established by the school or district (list) \_\_\_\_\_  
Signature

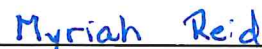
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of 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:

Attested:

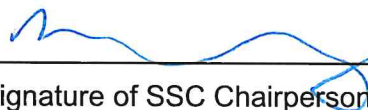
Andrew Mante

Typed name of School Principal

  
Signature of School Principal Date

  
Typed name of SSC Chairperson

Typed name of SSC Chairperson

  
Signature of SSC Chairperson Date

## 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.<sup>2</sup> The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Andrew Mante	Principal				
Cindy Sparks				Parent	
Elsa Pinto			Parent Liaison		
Reem Saeb		Classroom Teacher			
Debbie Stoh (Alternate)		Classroom Teacher			
Nicole Minnis				Parent	
Brooke Allen				Parent	
Myriah Reid				Parent	
Matt Norris		Classroom Teacher			
Renee Carbajal (Alternate)	Assistant Principal				
				Parent	
Clara Huerta				Parent	
Yvette Vasquez				Parent	
Marie Tinajero		Classroom Teacher			
Number of members in each category	1	3	1	5	

<sup>2</sup> EC Section 52852



## **Addendum**

### **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.<sup>3</sup> 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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<sup>3</sup> 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<sup>4</sup>, 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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<sup>4</sup> <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](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

### **Purpose and Description**

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

#### **Purpose**

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

#### **Description**

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

### **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](#))

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

#### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

#### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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.*