

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 |
|--|-----------------------------------|--|---------------------|
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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 school plan is to inform stakeholders of the strategies, actions, and services necessary to address the Schoolwide Program in order 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

This school plan is aligned with the District's Local Control and Accountability Plan (LCAP) and effectively meets the ESSA requirements by determining the root cause(s) responsible for the performance gaps that exist among our most vulnerable populations of students. Through collaboration, our stakeholders examine state and local data as part of a comprehensive and ongoing needs assessment. Within the school plan we have developed goals, evaluated measurable outcomes, strategies and actions in addition to providing services that align with the district's vision. We also provide supplemental services that support improved performance for students with additional needs while also developing a system for monitoring and evaluation the efficacy of the plan in achieving its goals.

2020-2021 Plan Summary

The Story

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

De Anza Elementary is one of thirteen public schools within the San Jacinto Unified School District serving the San Jacinto community. Enrollment is around 715 students. Our vision is "Empowering each student to achieve his/her dreams".

The student community includes: 1.5% Native American, 8.4% Black, 71.5% Hispanic, 4.2% Multiple Races, 13.3% White, 16.2 % Students with Disabilities, 2.4% Foster Youth, and 1.5% Homeless. 85% qualify for free and reduced lunches.

Our regular school day begins at 8:45 AM including 1,550 minutes of instruction for 1st through 5th grade and 1,340 minutes for Kindergarten students.

Juan Bautista De Anza 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 model refines our practices targeting struggling students.

Essential Standards in the curriculum frameworks allow teachers to focus on high stakes tasks so that lesson design can be revised to meet the social and behavioral demands of the school climate "...fostering a student-centered culture ensuring equity and access through student voice."

De Anza's vision states "Empowering each student to achieve his/her dreams". We are committed to teaching students the academic, behavioral, and social/emotional skills to enable them to be successful in all future endeavors, whatever those may be. We are also committed to empowering our staff to do whatever it takes to ensure we reach our vision. We are providing support for our staff to build capacity through ongoing coaching and professional development centered around 21st Century Communication and Partnerships.

De Anza Elementary is also focused on improving family engagement and communication between stakeholders, particularly teachers and families to ensure there is a partnership between home and school.

SPSA Highlights

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

Thanks to the ongoing collaboration between our Data Analysis Stakeholder Team with our school's stakeholders, the School Site Council (SSC) and other joint committees and groups such as our English Language Advisory Council (ELAC), and our Parent-Teacher Association (PTA), they have each contributed to the coordination and development of the SPSA, Parent Involvement Plan (PIP), Family Compact, and ByLaws.

Our plan focuses on the following areas:

1. Providing differentiated and personalized instruction to improve student achievement in ELA and Math
2. Improving designated and integrated English Language Development instruction for English Learners
3. Providing a tiered system of support in both discipline and academics
4. Providing a safe culture for all students to increase attendance and decrease discipline
5. Increasing parent involvement and customer service

Our PBIS Team strategically collaborates monthly to discuss proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings. Attention is focused on creating and sustaining primary (school-wide), secondary (specialized group), and tertiary (individualized) systems of support that improve lifestyle results for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Through our Guiding Coalition, our school leaders meet biweekly to focus on High Levels of Learning for Each and Every Student. The three big ideas that guide our discussions are:

- *Learning is our Fundamental Purpose*

Our fundamental purpose is to help all learners demonstrate high levels of learning by working collaboratively to clarify what learners must master, monitor learning, and provide systematic intervention and enrichment.

- *Building a Collaborative Culture of High Performing Teams*
We are committed to working together to achieve our collective purpose of learning for all learners and educators. We cultivate a collaborative culture through the development of high performing teams.
- *Focus on Results*
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Student data derives from multiple measures including common formative assessments, running records, weekly assessments, unit assessments, Iready, writing assessments, CAASPP, and ELPAC. We also review attendance and discipline data.

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.

Yellow , Green, or Blue

Growth

English Language Arts Dashboard **Orange**

ELA Dashboard: **Orange**

All Students scored 29.2 points below standard, declined 8.1 points

No student groups scored in the yellow, green or blue categories in ELA.

iReady ELA Winter 2019/2020: District Goal (33%)

Overall, 33% at or above grade level decreased 2% from last winter

The following percentages of the identified groups demonstrated proficiency:

American Indian 0%

Asian 50%

Black 22%

Filipino 33.3%

Hispanic/Latino 32.4%

Multiple 46.4%

Pacific Islander 0%

White 44.4%

English Language Learner 15.7%

Students with Disabilities 9.9%

Mathematics Dashboard **Orange**

All Students scored 44.9 points below standard, declined 10.7 points

No student groups scored in the yellow, green or blue categories in Math.

iReady Math Winter 2019/2020 (District Goal (30%))

Overall, 21% at or above grade level, decreased by 5% from last winter.
The following percentages of the identified groups demonstrated proficiency:

American Indian 10%
Asian 25%
Black 12.3%
Filipino 0%
Hispanic/Latino 19.3%
Multiple 25%
Pacific Islander 0%
White 34.3%
English Language Learners 8%
Students with Disabilities 3.3%

English Learner Progress

All EL students: 40.9% making progress towards English language proficiency, Low Performance Level

- 40% ELs who progressed at least one ELPI level
- 0.8% ELs who maintained ELPI level 4

Chronic Absenteeism: Green

All students: 8.9%, declined 1.6 %

- Students with Disabilities: **Green**, 7.5%, declined 1.2%
- English Learners: **Green**, 5.6%, declined 1.5%
- Hispanic: **Green**, 7.9%, declined 2.7%
- Socioeconomically disadvantaged: **Green**, 9.6%, declined 1%
- African American: **Yellow**, 11.3%, declined 0.7%

Current Attendance:

Attendance rate for the 2019-20 school year through March 13, 2020 is 96.5% which has increased by 0.4% from last year.

Chronic Absenteeism for 2019-20 school year through March 13, 2020 is 8.9% which has declined by 1.9% from this time last year.

Suspension Rate: Orange

- English Learners: **Green**, 0.5%, increased 0.5%
- White: **Green**, 0.7%, maintained 0%

Summary

De Anza Elementary students saw a decrease in proficiency overall in both ELA and Math as measured by the CAASPP. Using local assessments, we see overall the students are scored right at the district goal level in ELA on iReady; however that was a decrease in proficiency from the year before. The only student group who met the ELA goal level on iReady were the White students. In iReady math, the students scored below the goal level with the White students being the only student group to score above the 30% goal. In EL progress, we had 40% of our English Learners move up at least one level. Our school had a positive decline in the percentage of students who were chronically absent. All but one student groups were in the yellow or green categories for Chronic Absenteeism on the state dashboard. This trend was also seen during the 2019-20 school year with a 1.9% decrease in Chronic Absenteeism from the same time last year.

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?

ELA Dashboard: Orange

All students scored 29.2 points below standard, declined 8.1 points

- English Learners: **Orange**, 22.1 points below standard, declined 3 points
- Hispanic: **Orange**, 26 points below standard, maintained at -2.7 points
- Socioeconomically Disadvantaged: **Orange**, 30.6 points below standard, declined 6.9 points
- White: **Orange**, 21.8 points below standard, declined 12.0 points
- Students with Disabilities: **Red**, 102.5 points below standard, declined 22.9 points

iReady ELA Winter 2019/2020 District Goal 33%

Tier 2 (One grade level below) 45%, increased by 2% from previous year

The following percentage of students in each identified student group scored in the Tier 2 category.

American Indian 80%

Asian 25%

Black 45.8%

Filipino 33.3%

Hispanic/Latino 46.2%

Multiple 25%

Pacific Islander 50%

White 37.4%

English Language Learners 50.7%

Students with Disabilities 37.4%

Tier 3 (Two or more grade levels below) remained at 22% for all students as compared to the previous year.

The following percentage of students in each identified student group scored in the Tier 2 category.

American Indian 20%

Asian 25%

Black 32.2%

Filipino 33.3%

Hispanic/Latino 21.5%

Multiple 28.6%

Pacific Islander 50%

White 18.2%

English Language Learners 33.6%

Students with Disabilities 52.7%

Mathematics Dashboard Orange

All students scored 44.9 points below standard, declined 10.7 points

- English Learners: **Orange**, 43.4 points below standard, declined 10.8 points
- Hispanic: **Orange**, 42.5 points below standard, declined 8 points

- Socioeconomically Disadvantaged: **Orange**, 47.5 points below standard, declined 10.7 points
- White: **Orange**, 35 points below standard, declined 7.1 points
- Students with Disabilities: **Red**, 117.3 points below standard, declined 42.8 points

iReady Math Winter 2019/2020 District Goal 30%

Tier 2 (One grade level below) 56%, increased by 2% from previous year

The following percentage of students in each identified student group scored in the Tier 2 category

School Overall: 56.5% Tier 2

American Indian 60%

Asian 50%

Black 50.9%

Filipino 100 %

Hispanic/Latino 58.1%

Multiple 57.1%

Pacific Islander 50%

White 50.5%

English Language Learners 58%

Students with Disabilities 42.4%

Tier 3 (Two or more grade levels below) 22%, increased by 2% from previous year.

The following percentage of students in each identified student group scored in the Tier 3 category.

School Overall: 22.6% Tier 3

American Indian 30%

Asian 25%

Black 36.8%

Filipino 0%

Hispanic/Latino 22.6%

Multiple 17.9%

Pacific Islander 50%

White 15.2%

English Language Learners 34.1%

In Sped 54.3%

English Learner Progress (ELPAC, CFA)

All EL students: 40.9% making progress towards English language proficiency, Low Performance Level

- 32.1% ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H
- 26.9% ELs who decreased at least one ELPI level

Chronic Absenteeism **Green**

- White: **Orange**, 13.2%, Increased 1.9%

Suspension Rate: **Orange**

All students: 1.7%, increase 0.8%

- Hispanic: **Orange**, 1.3%, increased 0.5%
- Socioeconomically Disadvantaged: **Orange**, 1.6%, increased 0.7%
- Students with Disabilities: **Orange**, 2.8%, increased 2%
- African American: **Red**, 7.8%, increased 4.6%

Summary

De Anza Elementary saw declines in proficiency of all students and all students groups in both ELA and Math as measured by the CAASPP. We saw the biggest declines in ELA within our White students and Students with Disabilities. In math, we saw a significant drop with our Students with Disabilities. Our Students with Disabilities scored within the red category in both ELA and Math while all other student groups scored within the orange category. On the local assessment iReady, our Students with Disabilities also have the highest percentage of students within the Tier 2 and Tier 3 ranges for both math and ELA. All other student groups also have a higher percentage of students performing in the Tier 2 and 3 range than in the Tier 1 range. Our English Learner progress was in the low category with 40.9% of students making growth of one level or more. We also had over 26% of English Learners decrease in their scores. In Chronic Absenteeism, our only student group who scored in the orange category was our White students. Finally, in regards to suspensions, overall we had a 0.8% increase from the previous year with increases for the students identified as Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and African American.

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).

Problem Statements:

Students with Disabilities are not performing at the same rate as All students in ELA and Math according to the CAASPP and iReady.

White students have a larger percentage in chronic absenteeism than all students.

English Learners are demonstrating less growth in ELA and iReady progress monitoring than All Students.

Our Hispanic students are demonstrating less growth on iReady ELA than All Students.

Our African American students had the largest amount of suspensions.

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California Dashboard, Schoolzilla, Aeries Analytics, iReady in collaboration with the SSC, ELAC, and other stakeholders.

The team discovered that our Students with Disabilities did not have any targeted actions/services addressing their academic needs.

Tutoring was offered to all students rather than tailored to meet the needs of our identified groups.

Tutoring services were provided after school which does not allow students who do not have transportation after school to attend.

The team determined that student groups need to be taught at a higher level of rigor in all grade levels and subject areas.

The intervention teacher was only able to service a portion of the students with the highest needs.

Identified inequities include the minimal amount of math intervention available to students and no clear criteria for exit of ELA intervention.

Additionally, although there are clearly school-wide expectations for behavior, character education is not

being regularly and systematically taught by all adults on campus, leading to inconsistencies in expectations and reinforcement for behaviors.

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)

SSC meeting dates and topics:

9/19/19-Review student data, focus on Goal 1, and review Title I spending

11/7/19--Focus on Goals 2 and 3

1/30/20-Focus on Goal 4 and review Title I spending

2/12/20--Approval of Safe School Plan and review Title I spending

5/7/20--Input for 2020-21 SPSA

10/8/20--Elect SSC representatives and positions

The SSC examines Title I expenditures and practices funded by federal dollars to determine cost effectiveness.

English Language Advisory Council (ELAC) meetings

10/10/19

12/5/19

2/6/20

5/12/20

Parent/Teacher meetings

11/14/19-11/22/19

3/11/20-3/13/20

Coffee with the Principal:

9/20/19

11/20/19

2/12/20

Impact on the SPSA and the Annual Evaluation

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

The De Anza Elementary stakeholders were consulted on numerous occasions to provide their feedback and insight into academic performance, academic engagement, school climate and school conditions. This was accomplished through the completion of school/district developed surveys, feedback during parent advisory meetings, and participation in parent conferences. Our school site leadership also regularly meets to review ongoing support in curriculum, discipline, and social emotional learning.

The following SPSA revisions were recommended by the District:

- Ongoing measures obtained from local data sources must be added to improve progress monitoring.
- An evaluation tool must be used to measure the effectiveness of our programs and practices.

The SSC evaluated the effectiveness and needs of the students to determine a strong focus needed to remain on the improvement in academic achievement in ELA and Math for the identified student groups. They also determined there needs to continue to be a focus on our English Learner students. Finally, they agreed a focus needs to continue to be on a positive school culture, improving attendance, and increasing parent involvement. The strategies used to accomplish these goals need to be refined and monitored.

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: | \$ 109,150 |
| 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: | \$ 109,150 |

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.

If 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 De Anza Elementary

SPSA Year Reviewed: 2019-20

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

Goal 1 2019-20

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

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

State Priorities: 1 (basic services), 2 (state standards), and 4 (student achievement)

Local Priorities: iReady diagnostics, common formative assessments, writing samples

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Increase a minimum of 5 points per year on CAASPP. Averaging an increase of 10 to 15 points per year to reach overall proficiency within 2 years. | From 2017-18 to 2018-18, De Anza saw a decrease of 8.1 points on the ELA portion of the CAASPP. |
| Decrease the percentage of students performing in the Tier III level on iReady. | The percentage of scoring in the Tier III level on iReady from the previous year to this year remained at 22%. |
| Increase percentage of students performing in the Tier I level on iReady. | The percentage of students scoring in the Tier I level on iReady in ELA from the previous year to this year actually decreased by 2% from 35% to 33%. |

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 and PLC integration. Teacher teams received professional development around Teacher Clarity, being targeted in instruction. Teacher teams will break essential standards into learning progressions and learning intentions to be targeted with instruction. Teacher teams will determine proficiency around learning intentions and success criteria to assess student mastery. Teacher clarity work will be conducted through PLC ensuring calibration of proficiency and collaboration around best strategies. Teacher teams will meet weekly for collaboration amongst grade levels and bi-weekly as the entire staff PLC. In addition, teacher teams will be provided a full day PLT each trimester with professional development support as determined by administration and the team. | Teacher teams met weekly before or after school for collaboration. During their collaboration time, they implemented the Teacher Clarity framework by breaking down the essential standards into learning progressions and learning targets. Professional development was provided during staff meeting times. Through collaboration time and full day planning times, each team has been able to complete the Teacher Clarity forms for each district identified essential standard. | \$0 | \$0 |

Action 1.2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|------------------------------------|
| Inclusive of MTSS, implement RTI in specifically targeting students' academic needs in reading as identified within the instructional day (TIGER Time) and with the RtI teacher. | Our site intervention teacher provided services to our lowest performing students in each grade level as identified by common formative assessments and iReady Monday-Thursday each week. She completed progress monitoring on Fridays to track students growth. | \$81,728 - Intervention teacher salary | Intervention salary \$34,233.00 |

Action 1.3

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

| | | | |
|---|---|-----------------------------|-----|
| Purchase Reading software (RAZ Kids) to increase students reading motivation and comprehension. | After further evaluating the impact on student achievement, the school did not actually purchase RAZ Kids due to the lack of usage in the 2018-19 school year. Instead, we allowed students access to Accelerated Reader instead. | \$2,000 - Software licenses | \$0 |
|---|---|-----------------------------|-----|

Action 1.4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| Implement and monitor Accelerated Reader program, provide site-based professional development that promotes student reading fluency and comprehension | The Accelerated Reading program was fully implemented at the site. Each month, the LMT held Family Reading Nights with the focus on reading, taking AR tests, and rewarding the families. The students scored an average of 79% on their assessments as a school with 78% at an independent level. | \$7,000 - Other Services-Instructional (A.R.) \$589 - Extra Duty for A.R. | \$5,650 Other Services-Instructional (A.R.) \$235 Extra Duty for AR |

Action 1.5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|----------------------------------|
| Implement AVID (Advancement Via Individual Determination) strategies to support student learning. | Kinder through 5th Grade implemented AVID organization strategies such as folders, binders, and planners. Substitutes were not used this year. | \$2,168 - AVID Substitutes and Supplies | \$5,620 AVID Supplies |

Action 1.6

| Planned | Actual | Budgeted | Estimated Actual |
|---------|--------|----------|------------------|
|---------|--------|----------|------------------|

| Actions/Services | Actions/Services | Expenditures | Expenditures |
|--|--|--------------|--------------|
| ELA tutoring will focus ELA tutoring on students who are performing in the Tier II and Tier III level during a specific trimester. | ELA tutoring occurred after school with the focus on Tier II and III students for grades 1st through 5th, with the exception of 4th grade. The District Office paid for some of the tutoring, and the site covered more. | \$0 | \$3,019 |

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.

Action 1.1: Strong implementation. Teacher teams met weekly to focus on teacher clarity and PLC integration.
 Action 1.2: Strong implementation. Inclusive of MTSS, teachers implemented RTI in specifically targeted student academic needs in reading.
 Action 1.3: No implementation. We did not purchase Reading Software (RAZ Kids) to increase students reading motivation and comprehension.
 Action 1.4: Strong implementation. We purchased and implemented Accelerated Reader for all grade levels. 1st through 5th grades consistently used the program.
 Action 1.5: Strong implementation of organizational strategies. Kinder through 5th Grade implemented AVID organization strategies such as folders, binders, and planners. Grade levels had a moderate level of implementation for AVID strategies in collaboration.
 Action 1.6: Moderate implementation schoolwide. ELA tutoring occurred after school in 1st, 2nd, 3rd, and 5th grades from October into March with a focus on Tier II and III students.

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

Action 1.1: During weekly PLC, teachers implemented the Teacher Clarity framework by breaking down the essential standards into learning progressions and learning intentions for each district identified essential standard. Teachers gained better clarity on the essential standards.
 Action 1.2: Site Intervention teacher provided Tier III intervention Monday-Thursday for students performing two or three grade levels below. Progress monitoring was completed weekly. Every six weeks, 2 to 4 six had shown enough growth to exit Tier II and Tier III intervention.
 Action 1.3: RAZ kids was not positively impacting student achievement after examining the data from the 2018-19 school year. Therefore, the site no longer purchased RAZ kids. Instead, students were given access to Accelerated Reader.
 Action 1.4: The Accelerated Reader program was fully implemented at the site. The students scored an average of 79% on their assessments as a school with 78% at an independent level.
 Action 1.5: Kinder through 5th Grade implemented AVID organization strategies. Students throughout the site were able to better organize their notes, homework, and planners. Students were also turning in homework at a higher percentage.

Action 1.6: The ELA tutoring that was offered to Tier II and Tier III students offered additional support to students struggling with reading. iReady data showed growth in the grade levels. For 1st grade, Tier II went from 80% to 84%. Tier III students went from 17% to 6%. For 2nd grade, Tier II went from 54% to 60%. Tier III students went from 41% to 22%. For 3rd grade, Tier II went from 39% to 49%. Tier III students went from 51% to 39%. For 5th grade, Tier II went from 46% to 50%. Tier III students went from 46% to 38%.

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

Action 1.2 had less expenditures than the estimated amount due to a change in staffing. The hired intervention teacher was promoted to Assistant Principal, and a substitute teacher was employed during the recruitment.

Action 1.3 was abandoned after a review of the data from the 2018-19 of the usage and effectiveness of RAZ kids. Instead, the kindergarten and first grade students it was going to be purchased for were given access to Accelerated Reader instead.

Action 1.4 had less expenditures due to only purchasing the Accelerated Reader program and not the STAR companion program. There was also a decrease in the amount of extra duty due to the school closure.

Action 1.5 had an increase in projected expenditures due to the higher need of students for materials and the higher enrollment of students.

Action 1.6 had an increase in projected expenditures due to an increase in the amount of teachers offering after school tutoring because of the higher needs of students. The school utilized all district provided funds and then supported the program with site funds.

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.

Intervention Teacher will be funded by the District Office for the 2020-21 school year.

Due to Distance Learning, the team has decided to abandon AR for a digital platform.

AVID is being funded out of LCFF for 2020-21.

Tutoring will be replaced with an additional intervention teacher.

Goal 2 2019-20

Math: Increase academic achievement in Mathematics instructional program.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (basic services), 2 (state standards), and 4 (student achievement)

Local Priorities: iReady diagnostics, common formative assessments

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Increase a minimum of 5 points each year on CAASPP. Averaging an increase of 10 to 15 points per year to reach overall proficiency within 3 years. | From 2017-18 to 2018-19, De Anza saw a decrease of 10.7 points on the Math portion of the CAASPP. |
| Decrease the percentage of students performing in the Tier III level on iReady. | The percentage of scoring in the Tier III level on iReady Math from the previous year increased by 2% from 20% to 22%. |
| Increase percentage of students performing in the Tier I level on iReady. | The percentage of students scoring in the Tier I level on iReady Math from the previous year to this year actually decreased by 5% from 26% to 21%. |

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 |
|---|--|--------------------------|----------------------------------|
| Support the implementation of Eureka Math Curriculum and strategies for Common Core Math through teacher professional development . | Teachers were provided with two half day professional developments with the math TOSA by the district to focus on learning the curriculum and strategies. The math TOSA also provided professional development during staff meetings. Additionally, she supported teachers through observations, co-teaching, and conducting learning walks with teachers. | \$0 | \$0 |

Action 2.2

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

| | | | |
|--|---|-----|-----|
| Teacher Clarity and PLC integration. Teacher teams received professional development around Teacher Clarity, being targeted in instruction. Teacher teams will break essential standards into learning progressions and learning intentions to be targeted with instruction. Teacher teams will determine proficiency around learning intentions and success criteria to assess student mastery. Teacher clarity work will be conducted through PLC ensuring calibration of proficiency and collaboration around best strategies. Teacher teams will meet weekly for collaboration amongst grade levels and bi-weekly as entire staff PLC. In addition, teacher teams will be provided a full day PLT each trimester with professional development support as determined by administration and the team. | Teacher teams met weekly before or after school for collaboration. During their collaboration time, they implemented the Teacher Clarity framework by breaking down the essential standards into learning progressions and learning targets. Professional development was provided during staff meeting times. Through collaboration time and full day planning times, each team has been able to complete the Teacher Clarity forms for each district identified essential standard. | \$0 | \$0 |
|--|---|-----|-----|

Action 2.3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Tutoring will be provided to students performing below grade level in Math to address instructional specific needs (number sense, problem-solving, computations,etc) | After school tutoring was provided in 1st, 2nd, and 5th grades from October into March. The math intervention teacher also provided additional support to all grades for the lowest performing students in each grade 2 days a week during | \$0 | \$1,007 |

| | | | |
|--|-----------------|--|--|
| | the school day. | | |
|--|-----------------|--|--|

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.

| |
|--|
| <p>Action 2.1: Strong implementation. Teachers were provided with professional development on the Eureka Math Curriculum and strategies for Common Core Math.</p> <p>Action 2.2: Strong implementation. Teacher teams met weekly to focus on teacher clarity on math essential standards. Each grade level team completed Teacher Clarity forms on the essential math standards.</p> <p>Action 2.3: Moderate implementation schoolwide. After school Math tutoring occurred after school in 1st, 2nd, and 5th grades from October into March with a focus on Tier II and III students.</p> |
|--|

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

| |
|--|
| <p>Action 2.1: Teachers were provided with two half day professional developments with the District Math TOSA. Teachers learned the Eureka curriculum and strategies. Teachers were also supported through observations, co-teaching, and conducting learning walks. Therefore, teachers were more confident in teaching the new math curriculum resulting in growth for most students on common formative assessments..</p> <p>Action 2.2: Through collaboration time and full planning days, each team was able to complete the teacher clarity forms for each identified essential math standard. With the time allowed, teachers have greater clarity on how to break down the math standards.</p> <p>Action 2.3: Math tutoring was effective as shown on iReady growth data from BOY to MOY. For First grade, Tier II went from 75% to 85%. Tier III students went from 25% to 9%. For 2nd grade, Tier II went from 55% to 75%. Tier III students went from 43% to 17%. For 5th grade, Tier II went from 50% to 52%. Tier III students went from 47% to 41%</p> |
|--|

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

| |
|---|
| <p>Action 2.3 had an increase in actual expenditures due to teachers providing after school tutoring for Tier II and Tier III students after seeing a higher need based on CAASPP data.</p> |
|---|

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.

The math goal will be abandoned in 2020-21 to focus on our alignment with the District's goal of literacy.

Goal 3 2019-20

Provide equitable access to differentiated practices within the classroom instructional model and lesson design supporting reclassified students in addition to other identified groups of ELs while also improving the intellectual quality of instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (basic services), 2 (state standards), and 4 (student achievement)

Local Priorities: iReady diagnostics, common formative assessments

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| Increase students scoring in the Level 3 and 4 categories by a minimum of 3% on ELPAC. | Students scoring in Level 3 and 4 on ELPAC saw a decrease of 20.5% from 67.2% to 46.7%. |
| Increase proficiency English Learners by minimum of 10% on iReady. | English Learners increased their proficiency on iReady from 12% to 15.7% for a total increase of 3.7%. |

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 |
|-------------------------------------|--------------------------------|--------------------------|----------------------------------|
| Teachers will dedicate a portion of | During PLC, Teachers primarily | \$0 | \$0 |

| | | | |
|--|--|--|--|
| <p>their weekly PLC to discuss the specific ELD High Priority Standards they are focused on with their students in each domain (Speaking/Listening/Reading/Writing) during designated instruction. Teachers will also calibrate strategies and success criteria around the ELD Essential Standards. Teachers will establish learning progressions, learning intentions and the success criteria and proficiency around each of the intentions in the progressions. Teachers will collaborate around best strategies to utilize during integrated time.</p> | <p>focused on their essential standards from Math and ELA. Our Site English Learner Resource Teacher did provide strategies for English Learners such as sentence frames, visuals, language frames, collaboration, and testing strategies for support in staff meetings and professional developments.</p> | | |
|--|--|--|--|

Action 3.2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>EL students will have the opportunity to participate in EL tutoring for a portion of the year prior to ELPAC testing. This tutoring program will be designed to support students at various levels within the Listening, Speaking, Reading and Writing Domains. This program will also expose students to the ELPAC testing format and utilize released items to help develop curriculum. EL tutoring instruction will be pulled from ELD high priority standards and should be integrated with the high priority ELA standards at each grade</p> | <p>A tutoring program for our English Learners did occur in each grade level the two weeks prior to testing during the school day. We were unable to collect data due to the school closures.</p> | <p>\$0</p> | <p>\$0</p> |

| | | | |
|---|--|--|--|
| level. PLC teams will analyze student data to identify a specific skill in relation to the ELD Essential Standards that students require additional instructional support with. | | | |
|---|--|--|--|

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.

Action 3.1: A small group of teachers began the work on completing the Teacher Clarity process on the ELD standards. Most grade levels were focused on completing the work and discussions on the ELA and Math standards which took more time than expected.
Action 3.2: A tutoring program for our English Learners did occur in each grade level the two weeks prior to testing during the school day.

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

Action 3.1: Teachers who began the process of completing the Teacher Clarity on the ELD standards had a better understanding of the instructional practices that should be embedded into their integrated ELD time.
Action 3.2: The actual effectiveness of the tutoring program is unknown due to the school closure and not having the results of the ELPAC.

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

There were no material differences between the Budgeted Expenditures and the 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.

A focus on the ELD standards and tutoring will occur in the 2020-21 year due to being unable to gauge the effectiveness due to school closures.

Goal 4 2019-20

Provide all students with a safe and positive school environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (basic services), 3 (parent involvement), 5 (student engagement), 6 (school climate)

Local Priorities: Chronic Absenteeism rate, Suspension rate, PBIS TFI, Parent participation

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| Improve Chronic Absenteeism by decreasing rate by minimum of 1%. | Chronic Absenteeism dropped by 1.9% from the same time in 2018-19 to 2019-20. |
| Maintain or improve suspension rate to under 1.0% with focus on decreasing the number of African American students suspended by 1%. | African American students had a decrease in the rate of suspensions of 2.8% from 7.8% to 5% in the 2019-20 school year. |
| Maintain Tier 1 on the PBIS TFI to be above 90% Raise Tier 2 on the PBIS TFI by a minimum of 5%. | The TFI was not able to be administered this school year due to the school closure. |
| Increase Parent Participation at PIE Night by at least 30% | Previously, there were 34 families. This school year we saw a slight increase in attendance to 38 families which is only a 14% increase. |

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 |
|--|---|---------------------------------|----------------------------------|
| Employ Parent/School/Community Liaison to increase parent involvement. | The Parent Liaison was employed full time with half of her day focused on the needs of the families. She increased parent | \$5,933 - Parent Liaison salary | \$0 District funded |

| | | | |
|--|--|--|--|
| | volunteers from 98 in 2018-19 to 116 in the 2019-20 school year. | | |
|--|--|--|--|

Action 4.2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Host annual Parent Information Expo (PIE Night) to educate and train parents | PIE Night was held in September with a large variety of parent workshops offered. Classified and certificated staff worked to present workshops, feed the families, and provide daycare. | \$538 - Extra Duty | \$880.00 Extra Duty |

Action 4.3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| Purchase supplies, technology, and materials to expand parent involvement. | We increased the number of Chromebooks in the Parent Center to use at the site and also to implement a family checkout system. | \$7,047 - Supplies and Materials for Parent Participation | \$8,924 - Supplies and Materials for Parent Participation |

Action 4.4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Implement the school site attendance plan to decrease chronic absenteeism which includes daily, weekly and monthly incentives when students achieve the attendance goals. | The site attendance plan was implemented. Over the year, we had seen a 0.4% increase in student attendance from the previous year. | \$0--District funded | \$0 |

Action 4.5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| Implement a Problem Solving Team focused on reviewing behavior data and making recommendations for appropriate interventions for our Tier II and Tier III behavior students. | The Problem Solving Team was developed and met monthly to review behavior data as well as teacher referrals. They provided teachers with feedback, implemented systems such as check-in/check-out, and included the consultation of the district behavior specialist to support our Tier II and III students. | \$0--District funded | \$0 |

Action 4.6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Sustain and Strengthen PBIS Structures/Systems/Culture: We will work to refine current practices in Tier I and Tier II of the PBIS program. We will also begin to develop and refine our Tier III behavior practices. | The PBIS team met monthly to discuss and strengthen the practices of all systems in Tier I and II. The team worked in coordination with the Problem Solving Team to focus on Tier III practices and support. | \$0--District funded | \$0 |

Evaluation (Goal 4)

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

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

| |
|--|
| <p>Action 4.1: A Parent Liaison was employed full time funded by the district. She focused on increasing parent involvement and engagement 4 hours a day.</p> <p>Action 4.2: PIE night was held with an increase in the amount of parent workshops offered.</p> <p>Action 4.3: Technology and materials were purchased to increase parent engagement and participation in school events and volunteering. We</p> |
|--|

also purchased Chromebooks for usage in the Parent Center and for family checkout.

Action 4.4: The attendance plan was fully implemented as planned.

Action 4.5: The Problem Solving team was developed and met monthly to provide supports and strategies for Tier II and III students.

Action 4.6: The PBIS team met monthly. They refined their Tier I practices to focus on ensuring all staff members were implementing the adopted expectations. They also refined their Tier II practices to focus on strategies for the students who were demonstrating some behavior challenges.

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

Action 4.1: Employing a Parent Liaison helped to increase parent volunteers by 18 from the previous year for a total of 116. .

Action 4.2: PIE Night was held with an increase in amount of parent workshops offered. We had a slight increase in the number of families in attendance going from 34 to 38 which was a 14% increase over the previous year.

Action 4.3: The increase in technology to increase parent engagement has allowed for more volunteers to support the work of the school in which we had volunteers working daily in our Parent Center. We also purchased materials to increase parent engagement in our parent nights.

Action 4.4: The attendance plan helped increase our attendance by 0.4% during this school year compared to last school year.

Action 4.5: The problem solving team provided support and strategies for Tier II and III behavior students resulting in a decrease in suspensions during the 2019-20 school year. The specific students discussed all showed a decrease in behavior concerns after the implementation of the strategies.

Action 4.6: The PBIS team projected to see an increase in the TFI this year based on a personal reflection in the Tier II and Tier III categories. The actual TFI did not occur due to the school closure.

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

Action 4.1 had a decrease in the actual expenditure because the district fully funded the parent liaison.

Action 4.2 had an increase in the actual expenditure for PIE night due to increasing the amount of employees providing extra duty for the planned increase in parent attendance based on parent surveys.

Action 4.3 had an increase in the actual expenditure as more Chromebooks were purchased to utilize in the Parent Center by daily volunteers and to use for family checkout.

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.

The parent liaison cost is being fully funded through the District Office.

PIE Night will be replaced with more intentionally focused parent nights depending on the need of the students.

We purchased enough Chromebooks to assist parents as well as having our students now have 1:1 in the home, there is no need to carry that action into 2020-21.

The attendance plan, problem solving team, and PBIS teams will continue to be implemented but funded out of LCFF.

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

Students with Disabilities will improve in reading by 6% as measured by the CAASPP, school running records, and iReady data.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (basic services), 2 (state standards), 4 (student achievement), 5 (student engagement), 7 (access to courses), and 8 (other student outcomes)

Local Priorities: Goal 1

Identified Need:

SWD Students are not receiving first best instruction to access grade level standards.

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

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| CAASPP--SWD | Avg. 4.5% | 2.9% | 6.1% | Not scores |
| Running Records | Data was inconsistent | Data was inconsistent | Data was inconsistent | Data was inconsistent |
| iReady Reading | Avg. 1.25% | No Data | No Data | BOY--2.5% & EOY 0% |

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

Provide Special Education teachers training on curriculum

Students to be Served:

Scope of Service:

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

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

Students with Disabilities

Schoolwide

Action 1.2

Purchase RAZ-Kids to promote literacy and reading comprehension

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, Low Income, Foster Youth, Homeless Youth, English Learners, African Americans

Action 1.3

Provide Professional Development for teachers in best instructional practices

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, Low Income, Foster Youth, Homeless Youth, English Learners, African Americans

Schoolwide

Action 1.4

Provide extra intervention support for low performing students

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, Low Income, Foster Youth, English Learners, Homeless

Schoolwide

Action 1.5

Provide teacher release time to review data around essential standards

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, Low Income, Foster Youth, English Learners, Homeless

Schoolwide

Action 1.6

Purchase Go Formative for teachers to develop progress monitoring assessments

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, Low Income, Foster Youth, English Learners, Homeless

Schoolwide

Action 1.7

Provide Parent training on promoting literacy

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, Low Income, Foster Youth, English Learners, Homeless

Scope of Service:

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

Schoolwide

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

| Actions/Service | Person(s) Responsible | Task(s) and Timelines | Budget and Source |
|--|--|--|-----------------------------|
| 1.1--Extra duty for certificated staff | Administration and Office Manager | 36 hours November 2020-May 2021 | \$1,647.00 - Title I - 3010 |
| 1.1--Sub release time for Certificated Staff | Administration and Office Manager | 12 full days November 2020-May 2021 | \$1,980.00 - Title I - 3010 |
| 1.1--Materials and Resources for training in district adopted curriculum | Administration, Office Manager, and LMT | Purchase materials for training to occur January-June 2021 | \$500.00 - Title I - 3010 |
| 1.2--Purchase RAZ Kids | Administration, Office Manager, and LMT | November 2020--purchase annual license for all teachers | \$3,360.00 - Title I - 3010 |
| 1.3--Extra Duty for Certificated Staff | Administration and Office Manager | 4 hours per teacher | \$5,856.00 - Title I - 3010 |
| 1.4--Certificated substitute to provide intervention services | Administration and Office Manager | November 2020 - June 2021 | \$18,480 - Title I - 3010 |
| 1.5--Sub release time for certificated staff | Administration and Office Manager | 3 meetings per year--54 sub days | \$8,910.00 - Title I - 3010 |
| 1.6--Purchase Go Formative | Administration, Office Manager, and Teachers | Implement January through June 2021 | \$6,000.00 - Title I - 3010 |

| | | | |
|---|---|--|-----------------------------|
| 1.7-Extra Duty for Certificated Staff Literacy Training | Administration, Office Manager, Counselor, Liaison | 6 hours extra duty for parent nights in Spring | \$275.00 - Title I - 3010 |
| 1.7-Purchase materials/supplies to support parents | Administration, Office Manager, Counselor, Parent Liaison | Purchase supplies Nov 2020-Jan. 2021 Implement Jan.-June 2021 | \$1,000.00 - Title I - 3010 |
| 1.7--Extra Duty for Classified Staff for daycare | Administration, Office Manager, Parent Liaison | 15 hours January-June 2021 | \$255.00 - Title I - 3010 |

Goal 2 2020-21

Reduce disproportionality of suspensions among SWD and African Americans by 1.5%.

State and/or Local Priorities addressed by this goal:

State Priorities: 3 (parent involvement), 5 (student engagement), 7 (access to courses), and 8 (other student outcomes)

Local Priorities: Goal 4: Parent Engagement, School Climate/Culture

Identified Need:

Due to a lack of knowledge on restorative practices and cultural competency training, our students with disabilities and African American students are being suspended at disproportionate rates.

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 |
|----------------------------------|-----------|---------|---------|---------|
| SWD Suspension Rate | Avg. 2.0% | 2.3% | 0.8% | 2.8% |
| African American Suspension Rate | Avg. 7.4% | 11.1% | 3.2% | 7.8% |

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

| | |
|--|---|
| Professional Development for Classified staff in Restorative Practices and Cultural Competency. | |
| 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. |
| African American, Students with Disabilities, Foster Youth, Homeless Youth, English Learners, Low Income, Hispanic | Schoolwide |

Action 2.2

| | |
|--|---|
| Professional Development for Certificated Staff in Restorative Practices and Cultural Competency | |
| 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. |
| African American, Students with Disabilities, Foster Youth, Homeless Youth, English Learners, Low Income, Hispanic | Schoolwide |

Action 2.3

| | |
|--|---|
| Purchase books/materials on/or to be used for restorative practices and cultural competencies for staff. Will use during our staff meetings. | |
| 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. |

| | |
|--|------------|
| African American, Students with Disabilities, Foster Youth, Homeless Youth, English Learners, Low Income, Hispanic | Schoolwide |
|--|------------|

Action 2.4

| |
|--|
| Provide highly structured/engaging activities for students during unstructured play times. |
|--|

| 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. |
| African American, Students with Disabilities | Schoolwide |

Action 2.5

| |
|--|
| Provide parent training on Restorative Practices |
|--|

| Students to be Served: | Scope of Service: |
|---|---|
| African American Students and Students with Disabilities, | Select from Schoolwide or Limited to Indicated Student Group/s. |
| African American, Students with Disabilities | Schoolwide |

Action 2.6

| |
|--|
| Provide books on cultural awareness for students |
|--|

| Students to be Served: | Scope of Service: |
|--|---|
| African American Students and Students with Disabilities, | Select from Schoolwide or Limited to Indicated Student Group/s. |
| African American, Students with Disabilities, Foster Youth, Homeless Youth, English Learners, Low Income, Hispanic | Schoolwide |

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

| Actions/Service | Person(s) Responsible | Task(s) and Timelines | Budget and Source |
|---|---|--|------------------------------|
| 2.1, 2.4, 2.5-Extra Duty for Classified Staff | Administration and Office Manager | 2.1--3 meetings per year 2.4--6 hrs. per day from January through end of the year 2.5--parent trainings (10 hours) | \$11,951.00 - Title I - 3010 |
| 2.2-Sub release time for Certificated Staff | Administration and Office Manager | 3 meetings per year--54 sub days November 2020-June 2021 | \$8,910.00 - Title I - 3010 |
| 2.3 Books/materials for staff for cultural competencies/restorative practices | Administration and Office Manager | once a year by February 2021 | \$3,540.00 - Title I - 3010 |
| 2.4-Purchase materials/items to support students | Administration, Office Manager, Counselor | once a year by February 2021 | \$3,410.50 - Title I - 3010 |
| 2.5-Extra Duty for Certificated Staff Restorative Practices Training | Administration, Office Manager, Counselor, Liaison | 20 hours November 2020-June 2021 | \$915.00 - Title I - 3010 |
| 2.5-Purchase materials/supplies to support parents | Administration, Office Manager, Counselor, Parent Liaison | once a year by March 2021 | \$1,000.00 - Title I - 3010 |
| 2.5--Extra Duty for Classified Staff for daycare | Administration, Office Manager, Parent Liaison | 15 hours November 2020-June 2021 | \$255.00 - Title I - 3010 |
| 2.6--Purchase books for students on cultural awareness | Administration, Office Manager, LMT | Purchase books in December to read to students January 2021-June 2021. | \$750.00 - Title I - 3010 |

Goal 3 2020-21

Increase the number of English Language Learners reclassified by 3%.
Decrease the number of ARLTEL's by 12%.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (basic services), 2 (state standards), 4 (student achievement), 5 (student engagement), 7 (access to courses), and 8 (other student outcomes)

Local Priorities: Goal 1

Identified Need:

There is a lack of knowledge among teachers of ELD standards, curriculum, and instructional strategies.

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

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|-----------------------|--------------------------|---|
| ELPAC LTEL | | Inconsistent tracking | 3 students | No data due to school closure |
| ELPAC ARLTEL | | Inconsistent tracking | 42 students | No data due to school closure |
| ELPAC Level 4 | | CELDT testing | 0 students Level 3=34 | No data due to school closure |
| iReady | | Inconsistent tracking | Inconsistent tracking | iReady Boy above 557 for 4th grade and 581 for 5th grade = 3 students |

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

Provide professional development for teachers on ELD standards.

Students to be Served:

Scope of Service:

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

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

English Learners

Limited to Indicated Student Group

Action 3.2

Provide professional development for teachers on high yielding instructional strategies for English Learners.

Students to be Served:

Scope of Service:

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

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

English Learners

Limited to Indicated Student Group

Action 3.3

Provide tutoring to support ARTEL students with reclassification.

Students to be Served:

Scope of Service:

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

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

English Learners

Limited to Indicated Student Group

Action 3.4

Provide parent training on supports for English Learners

Students to be Served:

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

Scope of Service:

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

English Learners

Limited to Indicated Student Group

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

| Actions/Service | Person(s) Responsible | Task(s) and Timelines | Budget and Source |
|--|---------------------------------------|--|------------------------------|
| 3.1--Certificated extra duty for professional development | Administration, Office Manager, SELRT | 2 hours per teacher Nov. 2020-June 2021 | \$2,928.00 - Title I - 3010 |
| 3.1--Consultant fees for professional development in ELD standards | Administration, Office Manager, SELRT | January 2021-May 2021 | \$3,000.00 - Title I - 3010 |
| 3.2--Certificated extra duty for professional development | Administration, Office Manager, SELRT | 3 hours per teacher Nov. 2020-June 2021 | \$4,392.00 - Title I - 3010 |
| 3.2--Consultant fees for professional development in EL instructional strategies | Administration, Office Manager, SELRT | January 2021-May 2021 | \$3,000.00 - Title I - 3010 |
| 3.3--Classified extra duty for tutoring | Administration, Office Manager, SELRT | Nov. 2020-May 2021 10 hours per week remainder of year (24 weeks) | \$4,560.00 - Title I - 3010 |
| 3.3--Certificated extra duty for tutoring | Administration, Office Manager, SELRT | Nov. 2020-May 2021 10 hours per week remainder of year (24 weeks) | \$10,980.50 - Title I - 3010 |
| 3.4--Classified Extra duty for parent training and daycare | Administration, Office Manager, SELRT | Nov. 2020-June 2021 20 hours | \$380.00 |

| | | | |
|---|---------------------------------------|---------------------------------|----------|
| 3.4--Certificiated extra duty for parent training | Administration, Office Manager, SELRT | Nov. 2020-June 2021 20 hours | \$915.00 |
|---|---------------------------------------|---------------------------------|----------|

Centralized Services for Planned Improvements in Student Performance

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

| |
|-----------------|
| School Goal #1: |
|-----------------|

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

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.

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

State Priorities and Local Indicators

| State Priorities (8) & Local Indicators | |
|---|---|
| 1. | <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.

| |
|---|
| <p>Select from:</p> <p>This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).</p> <p>This site operates a SWP but does not consolidate its funds as part of operating a SWP.</p> <p>This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.</p> <p>This site operates a SWP and consolidates all applicable funds as part of operating a SWP.</p> |
| <p>This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.</p> |

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.

| <p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).</p> <p>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).</p> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.</p> <p>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 SWP¹)</p> <p>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.</p> <p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.</p> <p>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.</p> <p>Comprehensive Support and Improvement: [If applicable, included in Budget Summary]</p> <p>Other federal funds (list and describe). Create a new row for each separate program.</p> | | |
|--|--------------------------|--------------------------------|
| Program (from above) | Allocation | Is it consolidated in the SWP? |
| Title I, Part A: Allocation | \$104,155 | Yes |
| Title I, Part A: Parental Involvement | \$4,995 | Yes |
| [List federal program here] | \$(Amount of allocation) | [Enter yes or no] |

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

| | | |
|--|--------------------------|-------------------|
| [List federal program here] | [\$Amount of allocation] | [Enter yes or no] |
| Subtotal amount of federal categorical funds allocated to this school. | \$109,150 | |

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

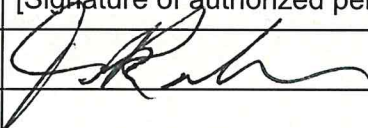
| List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.). | | |
|---|--------------------------|---------------------------------------|
| Program (from above) | Allocation | Is it consolidated in the SWP? |
| [List state or local program here] | [\$Amount of 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: | \$109,150 |
|--|-----------|

Recommendations and Assurances

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

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| | |
|---|---|
| Select from: | |
| English Learner Advisory Committee | |
| Special Education Advisory Committee | |
| Gifted and Talented Education Advisory Committee | |
| Departmental Advisory Committee | |
| Other committees established by the school or district (list) | |
| [Enter name of consulted group or committee] | [Signature of authorized person] |
| English Learner Advisory Council |  |
| | |
| | |

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: October 19, 2020.

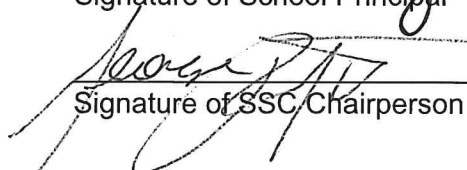
Attested:

Lauren Armijo
Typed name of School Principal


Signature of School Principal

10/19/20
Date

George P. McGinn III
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/19/20
Date

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

| Name of Member | Principal | Classroom Teacher | Other School Staff | Parent Community Member | Secondary Student |
|------------------------------------|-----------|-------------------|--------------------|-------------------------|-------------------|
| Lauren Armijo | X | | | | |
| Jessica Long | | X | | | |
| Cesia Contreras | | X | | | |
| Sara Duenas | | X | | | |
| Monica Smith | | X | | | |
| Patricia Moreno | | | X | | |
| George McGinn | | | | X | |
| Teresa Carriera | | | | X | |
| Melissa Jividen | | | | X | |
| Karlene Ponte | | | | X | |
| Michelle Caley | | | | X | |
| Valentin Sanchez | | | | X | |
| Number of members in each category | 1 | 4 | 1 | 6 | |

² 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.³ Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Seven Recommended Steps for Developing the SPSA

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

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

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

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

By following the Seven Steps for Developing the SPSA, and with information from the CDE “School Plan for

Student Achievement” presentation⁴, 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.

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

⁴ <https://www.cde.ca.gov/fq/aa/lc/documents/schoolplanwebinar.pdf>

Instructions: Table of Contents (adapted from the CDE “Instructions”)

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

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Plan Summary

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

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

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

Needs Assessment -- Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the

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

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

Instructions

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

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

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

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

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

Resource Inequities

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

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

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

Annual Evaluation and Needs Assessment

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?
- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

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

Goals, Actions, and Services

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

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

Goal

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

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

Related State and/or Local Priorities

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

Identified Need

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

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

Expected Annual Measurable Outcomes

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

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

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

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

Planned Actions/Services

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

Students to be Served

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

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

[This section meets the requirements for CSI.]

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

Scope of Service

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

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

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

Actions/Services

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

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

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

Person(s) Responsible

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

Task(s) and Timelines

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

Budgeted Expenditures

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and

- iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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

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