

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 for Student Achievement is to provide stakeholders a comprehensive document providing details of the site planned actions and expenditures as they relate to the strategies, actions, and services necessary to address schoolwide program in order to improve 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) as outlined below 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 evaluating 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.

In the 2019/2020 school year, school boundaries were changed and Edward Hyatt Elementary School became a school of choice and the name was changed from Edward Hyatt Elementary to Edward Hyatt World Language Academy. The dual immersion program was part of a monolingual elementary school site for the 2018/2019 school year. Parents from Megan Cope Elementary (MCE) were given the option to transition their dual immersion student to the academy or remain at MCE for the 19/20 school year. Ribbon cutting ceremony occurred in August 2019 giving name to the first dual immersion K-8 academy in Riverside County.

Edward Hyatt World Language Academy is located in the east end of San Jacinto, in Riverside County. As one of seven elementary schools in the San Jacinto Unified School District, Edward Hyatt World Language Academy serves approximately 484 students in grades K-5 and it is the only dual immersion school in the district. CAASPP data reflected on this document is data of students who were assessed in the 2017/2018 and 2018/2019 while still attending MCE.

Our vision is: Edward Hyatt World Language Academy will distinguish itself by promoting and empowering leaders of tomorrow. Our success will come from multi-linguistic and multicultural competencies that develop from rigorous academics. Our students will become visionary and global citizens that embrace diversity and exemplify respect.

The language, racial, and ethnic make-up of the student body is predominantly Hispanic/Latino students which represents 86.78% of the total school population while rest is: 5.17% White; 5.58% African American; 1.65% Multiple Race; .41% Asian; .21% Filipino; .21% Pacific Islander; 1.65% Multiple.

0.6% of our student population is Students with Disabilities (SWD), 10% of Gifted and Talented students, 30% of English Learners and 14% of our student population is Reclassified as Fluent English Proficient. In total 44% of our student body is either a current or former English Learner. Spanish is the home language of 48%; and 72.4% qualify for free and reduced lunches.

Our regular school day begins at 8:15 am and it includes 300 daily instructional minutes in kinder and 330 daily instructional minutes in grades 1-5. There are currently nineteen classroom teachers, one intervention teacher, one music teacher, one RSP teacher, .5 school counselor, and .25 PE teacher.

Learning intentions include all of our staff members are highly qualified teachers who collaborate as a Professional Learning Community. We take into consideration the academic and social growth of every child as we prepare all students to be college and career ready while promoting bilingualism. Our school goal is to actively engage students in all core academic areas while providing differentiated instruction within small groups to better serve each student's specific needs.

Curriculum consists of preparing students to be college and career ready, by embedding the California State Common Core Standards found both in English and Spanish. We continue to innovate with one to one Chrome notebooks access for students. Guided reading and response to intervention in all grade levels continues to provide extension and/or support for each student.

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 ELAC

Our plan focuses on the following areas:

1. Professional Development in ELD designated instruction
2. Restructuring our Intervention to ensure that it is equitable amongst student groups that are targeted.
3. The goals created were targeted towards the student groups identified in our local indicators as low performing. We identified an outcome for each group that allows us to measure and progress monitor i

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.

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

Overall, 33.3% scored at 50th percentile or above

Hispanic/Latino: 31.8%, **ELL**: 38.4%, **SWD**: 33.4%

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

Overall, 33.3% scored at 50th percentile or above

Hispanic/Latino: 29.5%, **ELL**: 15.4%, **SWD**: 8.7%

Summary

Data shows all student groups decreased or significantly decreased points from DFS in ELA performance and in math performance. This year's MAP growth in ELA is a result of focused professional development and effective collaboration among the teachers. They collectively analyzed student data and developed a plan to improve student reading and writing skills across all content areas. Our site goals are showing great promise as evidenced by student growth in MAP and through formative assessments. This is due to the impact of the actions aligned to the goal.

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?

Name of Data Source - CA DASHBOARD 2019 data, iReady Diagnostic data

English Language Arts Dashboard

All students scored -17 points below standard (Significantly Declined) 34.5 = change score

Hispanic Latino: -24.8 DFS (Decreased Significantly) 32.9 = change score

English Learners: -105.4 DFS (Decreased Significantly) 48.6 = change score

Students with Disabilities: -45 (Decreased Significantly) 41 = change score

Mathematics Dashboard

All students scored -8.3 points below standard (Declined Significantly) 22.9 = change score

Hispanic Latino: -11.3 DFS (Declined Significantly) 20.9 = change score

English Learners: -75.1 DFS (Declined Significantly) 13.9 = change score

Students with Disabilities: -49 (Declined Significantly) 63 = change score

Iready Fall 2019/2020 / MAP Math Winter 2019/2020 (District Goal (30%))

SWD: 9.1% students proficient or above on Fall iReady diagnostic dropped on Winter MAP diagnostic to 8.7% proficient or above = .4%

English Learner Progress

6.7% Scored proficient or above on ELPAC score a significant decrease of 36.6%

Chronic Absenteeism

Overall, 1.9% (4 students were chronically absent)

- Hispanic/Latino - 3.1%
- ELL - 3.2%

Summary

The decrease of 17 pts from DFS in MATH from 2018 continues a downward trend from 2017. However, an upward trend displayed in Iready/MAP data growth so far this year may be an indicator of positive gains.

ELPAC data demonstrates 36.6% decrease of students scoring proficient or higher on the assessment.

We have data only for this school year so we do not have previous year to compare to. The next steps for our site are to provide professional development to identify instructional strategies and best practices to best support the identified student groups. We are also looking into providing additional release time to aid

teacher collaboration, and identify supplemental instructional material to support them.

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).*

Performance Gaps

ELA: student groups that are two or more performance levels below the “all student performance standard.”

-While not identified by a ‘performance color’, Students with Disabilities achieved -32.1 pts below standard. All student performance’ achieved -17 below standard. That is a gap of 15 pts.

-While not identified by a ‘performance color’, Students who are Hispanic/Latino achieved -24.8 pts below standard. All student performance achieved -17 pts below standard. That is a ‘gap’ of 7.8 pts.

-While not identified by a ‘performance color’, Students who are Current English Learners achieved -105.4 points below standard. All student performance’ achieved -17 below standard. That is a ‘gap’ of 88.4 pts.

MATH: student groups that are two or more performance levels below the ‘all student performance standard.’

-While not identified by a ‘performance color’, Students with Disabilities achieved -49 pts below standard. ‘All student performance’ achieved -17 below standard. That is a gap of 32 pts.

-While not identified by a ‘performance color’, Students who are Hispanic/Latino achieved -11.3 pts below standard. ‘All student performance’ achieved -17 pts below standard. That is a ‘gap’ of 5.7 pts.

-While not identified by a ‘performance color’, Students who are Current English Learners achieved -75.1 points below standard. ‘All student performance’ achieved -17 below standard. That is a ‘gap’ of 58.1 pts.

Students with disabilities, ELLS, and Latino/Hispanic student groups are underperforming in the areas of English Language Arts. We have identified the area of comprehension and phonics as the two strands that impact these groups the most. As a site we will be providing training for our staff in reading comprehension and phonics instruction. We will monitor the implementation of our current core curriculum and progress monitor the results of these to see not performing at the same rate as all students in ELA or math according to CAASPP data.

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 Schoolzilla, Aeries Analytics, Iready and MAP.

The team discovered there were no targeted services for students with disabilities.

Tutoring was offered to students but was not specific to student groups.

Tutoring was offered after school which did not allow equitable access to all students.

Intervention teacher randomly serviced K-3 students. An area that we needed to improve on was on how students were identified to receive services and how we collected data on the impact of the service.

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)

This year's School Site Council membership was formalized on November 20, 2019. It met on January 29, 2019 and then again on February 24, 2020. Both the Safe School Plan and the School Plan for Student Achievement (SPSA) were standing agenda items. With the onset of COVID-19, school sites were closed and social distancing protocols required that meetings be conducted virtually. The first was conducted on May 8, 2020 where by-laws were established for such virtual meetings. An updated SPSA was presented and feedback was provided on May 19, 2020 via 'Zoom'. A virtual meeting was held on October 22 for adoption and approval of the SPSA via Zoom.

English Language Advisory Council (ELAC) meetings

8/20/19

9/19/19

9/23/19

10/7/19

10/30/19

11/20/19

12/18/20

1/23/20

2/6/20

5/5/20

Parent/Teacher meetings

11/14/19-11/22/19

3/11/20-3/13/20

Coffee with the Principal:

8/26/19

9/27/19
10/21/19
11/22/19
12/16/19
1/31/20
2/24/20

SSC:

Impact on the SPSA and the Annual Evaluation

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

During the stakeholder meetings listed above parents and community members provided us with feedback on our school goals. The feedback was gathered through parent dialogue and surveys.

The feedback below list some of the ideas/suggestion from our groups:

ELAC: tutoring opportunities for the LTELs and ARTELs, having support staff (i.e intervention teacher) provide support for these students.

Coffee with the Principal: Parents requested language support in spanish, and parent workshops on how to support reading and math at home.

SSC: Recommended that we provide support for our certificated staff with Tier 1 instruction

These recommendations were taken into account in the development of our Goal 3-LTELs and ARTELs, we are also providing release time and professional development for our certificated staff in the areas of reading and writing.

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:	\$55,741.00
Total Federal Funds Provided to the School from the LEA for CSI:	\$ [Enter amount here]
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:	\$ 55,741.00

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.

NA

Annual Evaluation and Needs Assessment for Edward Hyatt World Language Academy

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

Language Arts: Increase student achievement in LA instructional program.

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

State Priorities:

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

Local Priorities: iReady/MAP 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.	Actual Outcome CAASPP: Overall, when comparing ELA CAASPP data to different student groups, the following data was found: <ul style="list-style-type: none">• Overall students significantly declined at 34.5 points.• All students: -17 points below standard• Hispanic/Latino: -24.8 points below standard• English Language Learners: -105 points below standard• SWD: -32.1 points below standard• CAASPP 2020 not administered during projected window due to response to COVID-19.
Expected Outcome iReady/MAP (diagnostic): Increase in percent of students who tested on or above grade level (Tier 1). Diagnostics measured at	Actual Outcome iReady/MAP (Diagnostic): Overall, when comparing ELA (MOY) to (BOY), the following data was found:

beginning of year (BOY), end of year (MOY), and end of year (EOY).	<ul style="list-style-type: none"> There was a significant increase in overall students on or above grade level (Tier 1) from 17% to 33.3%. Hispanic/Latino student group increased by 15.6% to 31.89% ELL student group increased by 6.3% to 38.4% SWD student group increased by 9.5% to 33.4% Overall, the number of students who started below grade level decreased from 83% to 66.7% EOY not administered during projected window due to response to COVID 19.
Expected Outcome Running Record (Diagnostic): Increase the percentage of students who exit the intervention program (Tier II). Running record measures throughout the school year.	Actual Outcome Running Record (Diagnostic): Overall, when comparing intervention data, the following data was found: <ul style="list-style-type: none"> 14 first grade students graduated from the intervention program. 27 second grade students graduated from the intervention program. 15 third grade students graduated from the intervention program. Overall, 25% of all first through third grade students entered and exited the intervention program in a six month period. Further intervention and fluency records not administered due to response to COVID 19.

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
Professional Development, Grade Level Collaboration and DAT (Data Analysis Team) will be planned in	Staff, in weekly PLC time, worked on these teacher 'clarity' modules, and they incorporated them into their lessons.		Other funding line

response to data, staff instructional and behavioral needs.			
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Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated training and professional development	Teachers received professional development in close reading, guided reading, and data analysis.	\$1,500	\$1,500 Title I funded

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MTSS and RtI support in targeting student's academic needs in language arts and ELD during RISE and ELD time (Tier II).	Site intervention teacher provided services to students in K-3 during guided reading and ELD support to second grade students. She used common formative assessments, running records and teacher data to progress monitor student growth.	\$67,110.00	\$67,110.00 Title I funded

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the library to include a diverse collection of titles in both English and Spanish for various levels of reading to increase the book selection for use during guided reading time.	Books were purchased and in the library for teacher access to use during guided reading.		Other funding source

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide resources such as RAZ- Literacy Program (software) and phonemic materials to promote literacy and reading comprehension in both English and Spanish.	Site piloted program from November to the end of the school year. Schoolwide license was purchased for all students. All students have access to the RAZ software program. Teachers are able to download resources to support student learning. Phonemic materials purchased for K-2 to increase literacy foundational skills.		Other funding source
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Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELA/ELD tutoring will focus on students who are performing in the Tier II and Tier III level and/or focus on ELL students who are potentially in danger of being labeled LTEL.	Tutoring occurred after school with focus on LA and ELD for students in K-5 grades with exception of 4th grade. The district office paid for some of the tutoring.		Other funding source

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 was consistently implemented during Friday Early Release time through the Professional Learning Community model.
 Action 1.2 was implemented and teachers received guided reading, close reading, data analysis PD and release time for collaboration.
 Action 1.3 was fully implemented.
 Action 1.4 was implemented and titles are available in the library.
 Action 1.5 was implemented in the month of November.

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

Through the use of Friday Early Release collaboration, Action 1.1 was effective in increasing knowledge of answering the four essential questions

- What do we want our students to learn? (standards)
- How do we know they learned it? (common formative assessments/data analysis)
- What do we do when they do not get it or when they know it? (response to intervention/extension)

The data identified was through the walkthroughs conducted by the site administration team.

Action 1.2 was effective in increasing teacher knowledge of effective strategies to use in the classroom and how to effectively analyze data. This was measured through our site administration walkthroughs.

Action 1.3 was effectively in graduating students out of reading intervention. Overall, 25% of all first through third grade students entered and exited the intervention program in a six month period.

Action 1.4 and 1.5: the library materials and RAZ kid program was used during guided reading time. Due to COVID-19 we were unable to evaluate all the results.

1.6 was implemented in grades K-5 with the exception of 4th grade.

An area that we identified as improvement was evaluating the effectiveness of the tool used to measure the outcomes and implementation of these actions. Covid-19 also impacted the implementation and evaluation of these actions. The site shifted its focus to safety and access to technology to ensure that learning was occurring.

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

All money was spent

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.

Continue: PLC early release collaboration focused on teacher clarity is improving classroom instruction across grade level and content level. Research shows that teacher clarity accelerates student achievement with an effect size as high as 2 years growth in 1 year's time (Hattie, 2009).

Continue Action 1.1: Developing proficiency in a variety of co-teaching models holds promise. It can create effective versions of differentiated learning that support both intervention and enrichment activities. When applied, it could serve or target student groups well.

Continue Action 1.2: Research shows that instruction improves and student achievement accelerates when there is teacher collaboration when teachers receive professional development, with Title I funding subs can be used to all teachers to receive PD and/or teacher collaboration time to analyze student data.

Continue Action 1.3: Data is demonstrating students are making literacy gains as evidenced by Iready, MAP, and intervention collection data. Intervention teacher will be funded by the district office for the 2020/21 school year.

Continue Action 1.4: With the future expansion of the academy to K-8 and the limited amount of book sets, the need for reading materials of enough quantity and diversity is an essential action to promote strong literary skills.

Continue Action 1.5: For the 19/20 school year, teachers piloted the RAZ literacy software program for the first half of the school year and then purchased for the remainder.

Action 1.6 will be further discussed to meet the needs of students by providing an equitable platform.

Goal 2 2019-20

Maintain or increase student achievement in math 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.

Actual Outcome:

Overall, when comparing ELA CAASPP data to different student groups, the following data was found:

- All students scored -8.3 points below standard (Declined Significantly) 22.9 = change score
- African American -9.1 DFS (Declined Significantly) 59.1 = change score
- Caucasians: 5.7 DFS (Declined) 6.3 = change score
- Hispanic Latino: -11.3 DFS (Declined Significantly) 20.9 = change score
- English Learners: -75.1 DFS (Declined Significantly) 13.9 = change score
- Students with Disabilities: -49 (Declined Significantly) 63 = change score
- CAASPP 2020 not administered during projected window due to response to COVID-19

Expected Outcome iReady/MAP (diagnostic):

Increase in percent the number of students testing on or above grade level (Tier 1). Diagnostics measured at beginning of year (BOY), end of year (MOY), and end of year (EOY).

Actual Outcome iReady/MAP (Diagnostic):

Overall, when comparing ELA middle of year (MOY) to beginning of year (BOY), the following data was found:

- There was a significant increase in overall students on or above grade level (Tier 1) from 11.2% to 33.3%.

	<ul style="list-style-type: none"> • African American student group increased from 16.7% to 36% • Caucasian student group increased from 19.2% to 51.9% • Hispanic/Latino student group increased by 9.5% to 29.5% • ELL student group increased by 5.6% to 15.4% • SWD student group increased by 9.1% to 8.7% • Overall, the number of students who started below grade level decreased from 88.8% to 66.7%
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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
Professional Development, Grade Level Collaboration and DAT (Data Analysis Team) will be planned in response to data, staff instructional and behavioral needs.	Staff, in weekly PLC time, worked on these teacher 'clarity' modules and incorporated them into their units of study and subsequent lesson plans. Staff also received professional development on close reading		Other funding source

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide subs for teacher training to support guided reading, close reading, data analysis, lesson planning.	Teachers participated in Eureka math and MAP PD training. Some grade level teams got to observe other teachers in the district.		Other funding source

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide after school tutorial to all student groups who demonstrated a significant decline in CAASPP math score.	The response to COVID-19 closed school campuses precluding effective implementation.		Other funding source

Action 2.4

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

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.

Action 2.1 was consistently implemented during Friday Early Release time through the Professional Learning Community model.

Action 2.2 PD was fully implemented and teacher observations were partially implemented.

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

Through the use of Friday Early Release collaboration, Action 2.1 was effective in increasing knowledge of answering the four essential questions

- What do we want our students to learn? (standards)
- How do we know they learned it? (common formative assessments/data analysis)
- What do we do when they do not get it or when they know it? (response to intervention/extension)

Action 2.2 was implemented and therefore achieved the articulated goal of improved instruction resulting in student achievement gains.

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

The action/services in Goal 2 were initiated through our established PLC process in a 'no cost' environment. Categorical funds support the cost of Professional Development as described above in Action 2.2. However, the response to COVID-19 closed school campuses precluding effective implementation. Action 2.3, the

response to COVID-19 closed school campuses also preclude implementation.

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.

Continue: PLC early release collaboration focused on teacher clarity is improving classroom instruction across grade levels. Research shows that teacher clarity accelerates student achievement with an effect size as high as 2 years growth in 1 year's time (Hattie, 2009)

Continue: Providing subs for professional development and team observations to promote proficiency and further understanding of Eureka math program. It can create effective versions of differentiated learning that support both intervention and enrichment activities.

Continue: Providing after school tutorial to all student groups who demonstrated a significant decline in CAASPP math score.

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 10% on ELPAC.	Actual Outcome There was a significant decrease of 36.6% of students who scored proficient or above on the 2018/2019 ELPAC assessment. Actual Outcome: ELPAC 2019-2020 ELPAC results not yet released due to school site closings and transition to distance learning.
Increase proficiency English Learners by minimum of 10% on iReady.	There was significant decrease in the number of students who scored at grade level or above - overall 17%

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
Increase applicable professional development and team collaboration in English Learner Development standards and practices to improve designated and integrated lesson design	Reading and Writing across all content areas were the focus. Professional development was provided by RCOE. Teams met to discuss writing tools and rubric.		Other funding source

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Build teacher capacity through the implementation and access to full standards-based and relevant curriculum focused on reading and writing domains and develop a tool to progress monitor ELL language proficiency.	Identification of ELD curriculum by grade levels. Reading and writing domains were the focus.		Other funding source

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide intervention teacher/aide/TOSA support during designated ELD time.	Support was provided in Kinder, first, second, fourth and fifth grade. Kinder/first grade support targeted literacy skills. Second, fourth, and fifth grade support targeted writing.		Other funding source

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide after school tutorial to ELL student group who demonstrated a significant decline in ELPAC score.	Students in fifth grade received targeted ELD after-school tutorial to target LTEL.		Other funding source

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.

Actions 3.1, 3.2 and 3.2 The level of implementation for ELD skills was evident across language arts and math content areas. The level of implementation of reading and writing skills was evident across all content areas by the time sites were closed due to COVID-19 (March 2020).

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

The focus on reading and writing skills as an integrated lesson design improved mastery of all student groups including ELLs as evidenced in iReady/MAP diagnostic comparisons between Beginning of Year (BOY) and Middle of Year (MOY).

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

There are anticipated expenditures for the creation and sustainment of providing supplemental materials to support ELD professional development.

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.

Continue: Action item 3.1 - PLC and team collaboration focused on is improving classroom instruction across grade levels. Research shows that teacher clarity accelerates student achievement with an effect size as high as 2 years growth in 1 year's time (Hattie, 2009)

Continue: Action item 3.2 - Focusing on reading and writing domains for implementation and access to full standards-based and relevant curriculum and creating a progress monitoring tool to progress monitor implementation.

Continue: Action item 3.3 - Providing intervention teacher/aide/TOSA support during designated ELD time

Continue: Action item 3.4 - targeting students in the upper grades to address long-term English language learners.

Goal 4 2019-20

State and/or Local Priorities addressed by this goal:

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), and 5 (student achievement), 6 (school climate)

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

Annual Measurable Outcomes

Expected

Actual

Increase parent participation during parent/student provided learning opportunities

Roughly 15-20 parents would attend school functions.

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	Liaison was employed full time. Half of the day is focused on community support.		Other funding source

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Host parent informational meetings	Various parents nights were offered in the area of language arts, ELD, math, and science.		Other funding source

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide trainings for parents	No trainings were offered this school year.		Other funding source

Action 4.4 Attendance and PBIS plans were in place at the beginning of the school year and were modified throughout depending on data and site needs. Family engagement was

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			Other funding source

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.

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

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

- 4.1- Liaison was employed full time. She focused on increasing on parent involvement.
- 4.2 - Parent afternoon and evening events were held.
- 4.3 - No parents trainings were held this school year.

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

- 4.1 - Helped increase parent volunteers
- 4.2 - Need to increase the number of families attending school events
- 4.3 - Parent trainings needed to be identified

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

ELL, Hispanic, and SWD will improve by 10% in ELA as measured by the CAASPP and local data
ELL, Hispanic, and SWD will improve by 7% in Math as measured by the CAASPP and local 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 priority: Goal 1

Identified Need:

Not receiving best first 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 ELA	-17 DFS	SWD ELL Hispanic Latino	SWD ELL Hispanic Latino -17 DFS									
CAASPP (SWD)	-32.1 Pts DFS		-32.1 pts. DFS									
CAASPP(ELL)	-105.4 DFS		-105.4 DFS									
CAASPP (Hispanic/Latino)	-11.3 DFS		-11.3 DFS									
iReady ELA				<table><tr><td></td><td>BOY</td></tr><tr><td>SWD</td><td>2/18= 11.1%</td></tr><tr><td>ELL</td><td>6/124=4.8%</td></tr><tr><td>H/Latino</td><td>55/352=15.6%</td></tr></table>		BOY	SWD	2/18= 11.1%	ELL	6/124=4.8%	H/Latino	55/352=15.6%
	BOY											
SWD	2/18= 11.1%											
ELL	6/124=4.8%											
H/Latino	55/352=15.6%											

MAP MOY (Overall) administered February 2020				33.3%

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 professional development for certificated staff on curriculum in ELA and math

Students to be Served:

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

ELL, SWD, Hispanic

Scope of Service:

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

Schoolwide

Action 1.2

Provide release time for guiding coalition to analyze student data and identify instructional supports in the area of phonics, reading comprehension, and numbers and operations.

Students to be Served:

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

ELL, SWD, Hispanic

Scope of Service:

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

Schoolwide

Action 1.3

Provide instructional support for students in grades k-6 through a certificated staff teacher for 2 days a week in the content area of ELA and math

Students to be Served:

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

ELL, SWD, Hispanic

Scope of Service:

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

ELL, SWD, Hispanic

Action 1.4

Expand the library to include a diverse collection of titles in both English and Spanish for various levels of reading to increase the book selection for use during guided reading time.

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.

ELL, SWD, Hispanic

Schoolwide

Action 1.5

Provide professional development for certificated and classified staff on RAZ kids

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.

ELD, SWD, Hispanic

School

Action 1.6

Purchase materials for parents to use during parent workshops on RAZ kids

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.

ELD, SWD, Hispanic

Schoolwide

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
1.1- Sub release time for certificated staff	Administration Office Manager	November 2020-May 2021	\$2000- Title I - 3010
1.2-Sub release time for certificated staff	Administration Office Manager	3 full days (GC team) November 2020-May 2021	\$2241 - Title I - 3010
1.3 Sub Certificated staff to provide intervention	Administration Office Manager	November 2020-June 2021	\$5,000 - Title 1 - 3010

1.4 Purchase library literacy materials	Administration Office Manager LMT	November 2020-May 2021	\$3,000 - Title I - 3010
1.5 Extra duty for certificated/classified staff	Administration Office Manager	Purchase annual license for all teachers	\$3500.00 Title I - 3010
1.6 Resources/materials parent workshops	Administration Office Manager, Parent liaison	3 meetings per year 1 per trimester	\$500.00 Title I - 3010

Goal 2 2020-21

Reduce the number of chronic absenteeism among Hispanic and ELL students.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Lack of knowledge of factors or supports needed to increase student attendance.

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
All	13.7%		13.7%	
Hispanic			6.7%	
ELL			9.6%	

Planned Actions/Services

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

Action 2.1

Engage certificated and classified staff in attendance procedure training.

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.

ELL, Hispanic

Schoolwide

Action 2.2

Provide parent workshops on the importance of school attendance and resources available

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.

ELL, Hispanic

Schoolwide

Action 2.3

Provide informational materials to support understanding of attendance

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.

ELL, Hispanic

Schoolwide

Action 2.4**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.

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service

Person(s)
Responsible

Task(s) and Timelines

Budget and Source

2.1 Provide extra duty for

Administration

November 2020-June 2021

\$2500 - Title I - 3010

certificated and classified staff	Office Manager		
2.2 PD for parents	Administration Office Manager	November 2020-June 2021	\$2600 - Title I - 3010
2.3 Materials to support parent PD	Administration Office Manager	November 2020-June 2021.	\$1500 - Title I - 3010

Goal 3 2020-21

Increase the number of English language learners reclassified by 5%.
Reduce the number of ARTELS by 5%

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)

Identified Need:

Staff knowledge needs to increase of the 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
CAASPP (ELA)	-105.4			-105.4
CAASPP (math)	-75.1			-75.1
iReady ELA	6.75%			4.8%

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 3.1

Provide training in English Learner Development standards and practices to improve designated and integrated lesson design.

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 Language Learners

ELLs

Action 3.2

Provide release time for guiding coalition to analyze student data and identify instructional supports during the designated ELD time, specifically in the strands that pertain to reading and writing.

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 Language Learners

Schoolwide

Action 3.3

Provide tutoring for ARTEls focusing on 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 Language Learners

ELL

Action 3.4

Provide writing supplemental resources/materials

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.

Action 3.5

Provide parent workshops focusing on 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

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

Other Student Groups.

English Language Learners

Schoolwide

2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
3.1. Certificated extra duty and PD	Administration Office manager SELRT	November 2020-May 2021	\$7500 - Title I funds - 3010
3.2 Certificated extra duty	Administration Office manager SELRT	November 2020-May 2021	\$4000 - Title I - 3010
3.3 Classified and certificated extra duty for tutoring	Administration Office manager SELRT	November 2020-May 2021	\$18,700 - Title I - 3010
3.4 Purchase supplemental writing materials/resources	Administration Office manager SELRT	November 2020-May 2021	\$2200 - Title - 3010
3.5 Resources/materials parent workshops	Administration Office Manager, Parent liaison	3 meetings per year 1 per trimester	\$500.00 Title I - 3010

Centralized Services for Planned Improvements in Student Performance

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

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

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific 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 its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC* 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC* 52176 (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

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

- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Programs Included in this Plan

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

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

Select from:

This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds of operating a SWP.

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

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).

Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).

Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. **(Title III funds may not be consolidated as part of a SWP²)**

Title IV, Part A: Student Support and Academic Enrichment Purpose: A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.

For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.

Comprehensive Support and Improvement: [If applicable, included in Budget Summary]

Other federal funds (list and describe). Create a new row for each separate program.

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$54,585	Yes
Title I, Part A: Parental Involvement	\$1,156	Yes

² Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Subtotal amount of federal categorical funds allocated to this school.	\$55,741	

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.

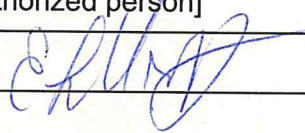
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).		
Program (from above)	Allocation	Is it consolidated in the SWP?
No funds at this time	\$(Amount of allocation)	[Enter yes or no]
	\$(Amount of allocation)	[Enter yes or no]
	\$(Amount of allocation)	[Enter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

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

Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10-22-20

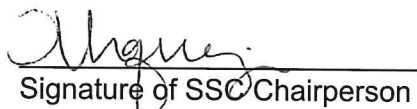
Attested:

Inelda Luna
Typed name of School Principal


Signature of School Principal

10-23-20
Date

Tiffany Urquiza
Typed name of SSC Chairperson


Signature of SSC Chairperson

10-23-20
Date

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.³ The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Inelda Luna	X				
Stephanie Bolanos		X			
Silvia Godoy-Perez		X			
Alma Lomeli		X			
Alma Montalvo			X		
Tiffany Urquiza				X	
Nora Valencia				X	
Erika Martinez				X	
Leia Luna				X	
Cinthia Chavez-Torres					
Number of members in each category	1	3	2	5	

³ 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.⁴ 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.

⁴ See "Programs Included in this Plan." For information on programs in which your school participates, consult your district office.

7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA, and with information from the CDE “School Plan for Student Achievement” presentation⁵, 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.

⁵ <https://www.cde.ca.gov/fg/aa/lc/documents/schoolplanwebinar.pdf>

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

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

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

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Plan Summary

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

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

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

Needs Assessment -- Stakeholder Engagement

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

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

Instructions

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

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

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

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

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

Resource Inequities

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Annual Evaluation and Needs Assessment

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Goals, Actions, and Services

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

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

Goal

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

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

Related State and/or Local Priorities

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

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