

## 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
Megan Cope Elementary	33672490121319	10/26/20	

## 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 School Plan for Student Achievement (SPSA) is a plan of actions designated to raise the academic performance, academic engagement, and the conditions and climate of Megan Cope Elementary. Specifically, the SPSA is aimed at increasing the proficiency level of all students in relation to the State's academic standards. This process begins by identifying the strengths of the school, the lowest achieving students, and the areas of growth for the school. Then through a collaborative process, goals are developed and strategic actions are identified to meet the needs of the student population. As a schoolwide program, Megan Cope is dedicated to carrying out the goals in this plan.

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

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

Megan Cope Elementary is one of thirteen public schools within San Jacinto Unified School District serving the San Jacinto community. Enrollment is approximately 629 students from grades kindergarten through 5th. Overall, the mission of Megan Cope Elementary is to empower young minds and educate tomorrow's leaders by promoting the fact that all students can achieve at high levels. This begins by growing our capacity to meet the needs of our students through ongoing coaching and professional development. Additionally, the school recognizes the importance of partnerships with all school stakeholders. Through collaborative efforts and family engagement activities we strive to work collectively to ensure that all students have the opportunity to meet or exceed, all grade level standards.

The student community includes:  
Socio-Economically Disadvantaged- 83.5%  
English Learners- 21.8%  
Students With Disabilities- 15.6%  
Native American- 1.7%  
Asian- 1.4%  
African American- 8.6%  
Hispanic- 71.5%  
Multiple Ethnicity- 4.6%  
White- 10.8%

Our regular school day begins at 8:45 am and includes 305 minutes of instruction.

Megan Cope Elementary strives to coordinate practices within the Multi-Tiered System of Support (MTSS) framework to appropriately service the whole child as prescribed by the district Local Control Accountability Plan (LCAP). This is accomplished by integrating social and emotional learning, behavioral support, and academic support through systematic plans of action. Furthermore, the framework helps to ensure the growth of all students, including our most vulnerable groups. To support the practice, our educational professionals monitor student progress through the analysis of performance data within collaborative Professional Learning Communities (PLC). These PLC opportunities continually address the following four essential questions, which guide their daily practices:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond if they do learn it?
4. How will we respond if they do not learn it?

As PLC teams identify the specific needs of the students, they utilize the essential standards in the curriculum frameworks, which allow teachers to focus on high stake tasks. This process provides flexibility within lesson design so that they can be efficiently revised to meet the identified social, behavioral, and academic demands of the school. Such strategies foster a student-centered culture that ensures equity and access through student voice.

## 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 our English Language Advisory Council (ELAC) have contributed to the coordination and development of the SPSA, Parent Involvement Plan (PIP), Family Compact, and ByLaws.

Our plan focuses on the following areas:

1. Providing differentiated and personalized instruction to improve student achievement in ELA and Math
2. Improving designated and integrated English Language Development instruction for English Learners
3. Decreasing chronic absenteeism

Our site PBIS Team will continue to monitor conditions and climate. Additionally, the team will guide educational staff in practices to support the positive social and emotional development of students.

Through our Guiding Coalition, our school leaders will meet multiple times each month to analyze formative data and prescribe instructional strategies to meet the identified needs of our students. Further, the Guiding Coalition will serve as coaches to monitor and support grade level teams in ensuring that collective

commitments are adhered to.

Student data derives from multiple measures including iReady diagnostic assessments, grade level common formative assessments, CAASPP results, district benchmark assessments, school site attendance data, and office discipline data.

## Needs Assessment -- Review of Performance

### Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, **progress** toward SPSSA 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.

Student Academic Performance did show areas of improvement. In English Language Arts, White students were 9.9 points above standard and increased by 4 points. In mathematics White students were 12.6 points below standard but increased by 6.1 points.

Academic Engagement demonstrated areas of improvement. Chronic absenteeism (students who were absent 10% or more of the instructional days they were enrolled) declined for Students with Disabilities by 1.9% and declined for White students by 3%.

Conditions and climate at Megan Cope made significant progress. During the 2018-2019 school year 0.5% of the students were suspended at least once. This was a decrease of 1.3% compared with the previous year. Further, suspensions of Hispanic students declined 1.1%, Socio-Economic Disadvantaged student declined 1.4%, English Learners declined 1.8%, African American students declined by 1.9%, White students declined 2.3%, Foster Youth declined 2.9%, and Students with Disabilities declined 3.5%.

### 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?

#### Academic Performance:

##### **ELA**

Student groups that identified the greatest need in English Language Arts are Students with Disabilities, who are 81 points below standard and declined 37.9 points and in the “Red” performance. Student groups in the “Orange” performance in English Language Arts include English Learners (33 points below standard and declined 18.2 points), African American (30.2 points below standard and declined 12.2 points), Socio-Economically Disadvantaged (27.6 points below standard and declined 5.9 points), and Hispanic (25 points below standard and declined 6.9 points).

##### **Math**

Student groups that identified the greatest need in mathematics, and are in the “Orange” performance include Students with Disabilities (93.9 points below the standard and declined 26.6 points), African American (49.4 points below the standard and declined 3.3 points), Socio-Economically Disadvantaged (42.9 points below the standard and maintained 2.1 points), Hispanic (41.5 points below the standard and maintained -1.2 points), and English Learners (39.2 points below the standard and maintained -2.4 points). There were no student groups in the “Red” performance in the area of mathematics.

##### **English Learner Progress**

Overall, Megan Cope demonstrated 34.6% of English Learners making progress towards English Language Proficiency, but 26.9% of students decreased at least one English Language Progress Indicator. This placed the school in the very low performance level.

### **Academic Engagement**

Student groups that identified the greatest need in attendance, and are in the “Orange” performance include Hispanic (8.9% chronically absent and increased 1.5%) and English Learners (8.6% chronically absent and increased 3.4%). There were no student groups in the “Red” performance in the area of chronic absenteeism.

## **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).*

### **Academic Performance:**

#### **ELA**

Student groups that identified the greatest need in English Language Arts are Students with Disabilities (81 points below standard), English Learners (33 points below standard), African American (30.2 points below standard), Socio-Economically Disadvantaged (27.6 points below standard), and Hispanic (25 points below standard). To close these performance gaps Megan Cope Elementary will have designated daily Response to Intervention (RtI) instructional time where Tier III supports can be implemented. PLC and SSC teams will continuously monitor student progress and implement instructional practices to meet the needs of the identified student groups.

#### **Math**

Student groups that identified the greatest need in mathematics include Students with Disabilities (93.9 points below the standard), African American (49.4 points below the standard), Socio-Economically Disadvantaged (42.9 points below the standard), Hispanic (41.5 points below the standard), and English Learners (39.2 points below the standard). To close these performance gaps Megan Cope Elementary will implement math tutoring at each grade level for identified students requiring Tier III supports. PLC teams will continuously monitor student progress and implement instructional practices to meet the needs of the identified student groups.

Action 1.1: Money allocated for this action was for AVID supplies. Certificated staff participated in PLC every Friday. Staff was provided with one AVID training. We did not collect data on the implementation of AVID, but had certificated staff review iReady data when collaborating.

Action 1.2: Tutoring was provided for Tier 3 students, tutoring was ongoing. Through the PLC process staff met to identify students who would qualify for Tutoring. No data was collected as to what student groups participated, students were identified by their CFA data. Participation was not consistent from Staff and students, we did not see a correlation between increase of ELA iReady scores.

Action 1.3: Intervention teacher worked with students identified by CFA data (this was by grade level teams). The duration of students in this intervention varied by the teacher. Grade level teams identified specific skills, and the standard/skills felt that was most needed. Data was collected, but staff member left.

#### **English Learner Progress**

Megan Cope demonstrated 34.6% of English Learners making progress towards English Language Proficiency, which placed the school in the very low performance level. To close these performance gaps

Megan Cope Elementary will increase the instructional resources, tutoring, and professional development of educational staff. It is anticipated that such resources will have a positive impact on the designated and integrated instruction, which will support English Learners at all English proficiency levels.

Action 2.1: We used the chronic absenteeism data in Schoolzilla to measure the attendance. We did not progress monitor the weekly and daily incentives as well as the impact it had on attendance.

Action 2.2: Even though supports were provided, we did not measure the impact it had on suspension/behavioral data. We only collected attendance data. We did not track individual participation of students, but measured it schoolwide.

### **Academic Engagement**

Student groups that identified the greatest need in attendance include Hispanic (8.9% chronically absent) and English Learners (8.6% chronically absent). To close these performance gaps Megan Cope Elementary will increase the instructional resources and professional development of educational staff.

Action 3.1: Certificated staff met weekly to review progress of students in ELA using their CFAs- the focus on ELLs was inconsistent throughout the grades. Staff received PD on ELL strategies.

Action 3.2: ELL students participated in after school tutoring and received support in reading and writing as measured by CFAs.

## **Resource Inequities**

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

With input from School Site Council, we are exploring the performance of English Language Learners, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities, and African American Students in the Dashboard Indicators and local performance measures of English Language Arts, Mathematics, and Chronic Absenteeism. It is suggested that additional academic support resources be made available during the school day to support the needs of these student groups. Academic tutoring was made available, but was outside of the regular school hours. It was analyzed that attendance in tutoring was not consistent. By offering academic support for identified student groups during the school day, it is anticipated that it will have a greater impact upon performance. Additionally, students with disabilities were not included into intervention or tutoring groups as they received services from special education staff based upon their IEP's.

## **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)

School Site Council (SSC) Election dates and results:  
Election date and SPSA approval 5/22/19

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

SSC meeting dates and topics:

9/25/19- Title 1 review and overall SPSA goals review  
 11/13/19-Focus on Goal 1 and 2  
 03/13/20- Focus on Goal 3 and 4  
 5/13/20- SPSA approval and election for 20/21 school year

English Language Advisory Council (ELAC) meetings  
 9/27/19  
 11/29/19  
 03/06/20 (Reclassification)  
 5/15/20

Parent/Teacher meetings  
 11/14/19-11/22/19

Coffee with the Principal:  
 9/13/19  
 10/11/19  
 11/08/19  
 12/13/20  
 2/14/20  
 3/16/20  
 4/10/20

## Impact on the SPSA and the Annual Evaluation

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

The stakeholders of Megan Cope are given multiple opportunities to provide their feedback and insight into academic performance, academic engagement, school climate and school conditions. This is accomplished through the completion of school/district developed surveys, feedback during parent advisory meetings, and participation in parent conferences. Our school site leadership also regularly meets to review ongoing support in curriculum, discipline, and social emotional learning. During stakeholder involvement meetings, our parent community expressed a need for students to receive additional instructional supports in ELA, math, and EL.

## 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:

\$93,146[1]

Total Federal Funds Provided to the School from the LEA for CSI:

Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:

\$93,146

## Supplemental Services

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

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

[Add text here]



# Annual Evaluation and Needs Assessment for Megan Cope Elementary

SPSA Year Reviewed: 2019-20

## Goal 1 2019-20

Academic Performance - English Language Arts

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

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1- College/Career Readiness

## Annual Measurable Outcomes

Expected	Actual
Increase student performance on the English Language Arts CAASPP assessment by 3 points each year for 3 years.	State SBAC ELA proficiency for the 2018/2019 school year was 40.8%, which was a decrease of 6.3% points from the 2017/2018 results.
Increase student performance on the Mathematics CAASPP assessment by 8 points each year for 3 years.	State SBAC Math proficiency for the 2018/2019 school year was 34.7%, which was an increase of 0.2% points from the 2017/2018 results.
Decrease at risk groups in ELA and Math based upon iReady assessments by 5%.	<p>Based upon iReady assessments the school had 37% of students performing in Tier III (at risk) for ELA in the beginning of the year diagnostic. By the middle of the year diagnostic there were 22% of students at risk. The school approximately decreased at risk students in ELA by 40.5%.</p> <p>Based upon iReady assessments the school had 43% of students performing in Tier III (at risk) for math in the beginning of the year diagnostic. By the middle of the year diagnostic there were 23% of students at risk. The school approximately decreased at risk students in math by 46.5%.</p>



## Actions / Services

### Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher development and integration of Professional Learning Communities (PLC).	Staff training and development in AVID, AVID planners/binders, staff training and development on PLC, instructional materials and supplies.	\$6,005 - AVID Materials & Supplies	\$6,005

### Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tutoring for ELA and Math.	Grade level tutoring for math Tier III intervention.	\$4,000 - teacher extra duty pay	\$4,000

### Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELA intervention services for Tier III students.	Certificated staff dedicated to implement intervention program.	\$53,926 - staff salary	\$53,926

## Evaluation (Goal 1)

Action 1.1: Money allocated for this action was for AVID supplies. Certificated staff participated in PLC every Friday. Staff was provided with one AVID training. We did not collect data on the implementation of AVID, but had certificated staff review iReady data when collaborating.

Action 1.2: Tutoring was provided for Tier 3 students, tutoring was ongoing. Through the PLC process staff met to identify students who would qualify for Tutoring. No data was collected as to what student groups participated, students were identified by their CFA data. Participation was not consistent from Staff and students, we did not see a correlation between increase of ELA iReady scores.

Action 1.3: Intervention teacher worked with students identified by CFA data (this was by grade level teams). The duration of students in this intervention varied by the teacher. Grade level teams identified specific skills, and the standard/skills felt that was most needed. Data was collected, but staff member left.

State SBAC ELA proficiency for the 2018/2019 school year was 40.8%, which was a decrease of 6.3% points from the 2017/2018 results.

iReady ELA diagnostic results of students at or above grade level for the spring of 2019/2020 was 54.5%, which was an increase of 10.9% points from Spring of 2018/2019.

State SBAC Math proficiency for the 2018/2019 school year was 34.7%, which was an increase of 0.2% points from the 2017/2018 results.

iReady Math diagnostic results of students at or above grade level for the spring of 2019/2020 was 50%, which was an increase of 6.3% points from Spring of 2018/2019.

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

Based upon the results from district assessment measure, students at Megan Cope demonstrated academic progress in both ELA and math in comparison to the previous year. However, State assessment measures yielded a decline in student performance in ELA and a marginal increase in student performance in math. The goal was designed to support student growth within SBAC assessments by 3 points in ELA and 8 points in math. Therefore, the school did not achieve this goal. Progress monitoring impacted our success, we collected data but did not collect enough to measure the direct success of those students who were receiving those services.

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

Budgeted expenditures were not fully utilized

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

Based upon the analysis of goal 1, it is determined that the school continues to demonstrate a need for improvement in ELA and mathematics. The goal needed to include a measurable outcome for each content area. We also needed to identify specific student groups performing below level. Our SPSA actions now include a specific measurable goal for both content and identified the student group.

## Goal 2 2019-20

Academic Engagement - Chronic Absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: 4. Student Achievement and 5. Student Engagement

Local Priorities: Goal 2

### Annual Measurable Outcomes

Expected

Actual

Expected Outcome: Decrease chronic absenteeism by a minimum of .5%.

Actual Outcome: Megan Cope ended the 2019/2020 school year with 7.4% demonstrating chronic absenteeism. This is down 1.3% from the previous school year.

### Actions / Services

#### Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school staff developed an attendance plan that included daily, weekly, and monthly incentives when students achieve the attendance goals. The attendance plan was developed collaboratively by the school's PBIS team and submitted to the district student support office.	Daily, weekly, and monthly attendance incentives were implemented by both classroom teachers and as a school site.	\$2,501 - Instructional materials and supplies	\$2,501

#### Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students requiring additional support for social-emotional and behavioral coaching will be paired with a staff mentor. These mentors will establish a check-in and check-out system to ensure proactive and instructional supports. The check-in will occur before the start of the school day to review goals/objectives and ensure the student is ready to begin the day on a positive note. During the check-out, the student will meet with their mentor to discuss how the day went and receive feedback, obtain reinforcements, and or develop goals/objectives for the next day.	Student mentoring was supported with consistency by district staff, administrative staff, PBIS TOSA, school counselor, and other school site staff who served as a mentor and provided check-in/check-out supports.	\$2,501 - Instructional materials and supplies	\$2,501

## Evaluation (Goal 2)

Action 2.1: We used the chronic absenteeism data in Schoolzilla to measure the attendance. We did not progress monitor the weekly and daily incentives as well as the impact it had on attendance.

Action 2.2: Even though supports were provided, we did not measure the impact it had on suspension/behavioral data. We only collected attendance data. We did not track individual participation of students, but measured it schoolwide. Students demonstrated an interest in the attendance incentives implemented by the school site, which is demonstrated by a steady decrease in chronic absenteeism.

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

Based upon attendance records, Megan Cope elementary began the school year with an 11.5% chronic absenteeism rate. The school experienced a decline in chronic absenteeism until the winter months, which chronic absenteeism increased to 10.8%. However, the school again demonstrated a decrease in chronic absenteeism until the closure of schools due to the Covid-19 health crisis. At that time the chronic absenteeism rate was 7.4%. We did not have a structure/system to progress monitor the implementation or outcomes for these specific actions. We just used overall data.

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.

Based upon the analysis of goal 2, it is determined that the school continues to demonstrate a need for decreasing chronic absenteeism. While the school did meet the goal with a decrease of chronic absenteeism by 1.4%, it was determined that the closure of schools in March due to the Covid-19 health crisis may have impacted the final results. The school did experience increases of chronic absenteeism during the school year, which may have occurred again during the final months of school.

### Goal 3 2019-20

Academic Performance - English Learner Progress

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1

### Annual Measurable Outcomes

Expected	Actual
Increase student acquisition of language for each level with an emphasis on Well Developed.	34.6% of the school's English Learners are making progress towards English Language proficiency, which is in the very low performance level.

## Actions / Services

### Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will dedicate a portion of their weekly PLC to discuss the specific ELD High Priority Standards focusing on Speaking, Listening, Reading, and Writing during designated instruction. Teachers will also calibrate strategies and success criteria around the ELD Essential Standards aligning with the English Learner California Roadmap. Teachers will establish learning progressions, learning intentions and the success criteria and proficiency around each of the intentions in the progressions. Teachers will collaborate around best strategies to utilize during integrated time.	Teachers met weekly to analyze EL performance and determine necessary student supports based upon identified needs. Additionally, instructional staff received ongoing professional development dedicated to EL instruction.	\$6,004 - AVID Materials & Supplies	\$6004

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL students will have the opportunity to participate in EL tutoring for a portion of the year prior to ELPAC testing.	Grade level tutoring and designated services were provided during dedicated daily EL instructional time.	\$3,000 - Tutoring/Extra Duty Pay	\$3,000

## Evaluation (Goal 3)

Action 3.1: Certificated staff met weekly to review progress of students in ELA using their CFAs- the focus on ELLs was inconsistent throughout the grades. Staff received PD on ELL strategies.

Action 3.2: ELL students participated in after school tutoring and received support in reading and writing as measured by CFAs.

Student English Language acquisition results indicated that 32.9% of EL students progressed at least on ELPI level, 1.6% maintained ELPI level of 4, 38.4% maintained ELPI levels 1, 2, or 3, and 26.9% decreased at least one ELPI level.

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

Based upon the results from student ELPAC performance the school does not have sufficient EL students making progress towards English Language proficiency. Our goal was not clearly defined, therefore it did not allow for us to have clearly defined measures and supports.

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.

Based upon the analysis of goal 3, it is determined that the school did not demonstrate adequate EL progress and therefore the goal area needs to be continued.

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

Strategic Planning Details and Accountability



## Goal 1 2020-21

SWD, AA, ELLs and SED will increase in ELA by 10% as measured by the CAASPP and local indicators.  
SWED, AA, ELLS, and SED will increase in math by 10% as measured by the CAASPP and local indicators.

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

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1

### Identified Need:

The following students groups were identified as performing below level as measured in local and state assessments. As a site we have resources for our students, but we need to be more intentional with the students receiving the support and the way we collect data. General education teachers need professional development in instructional strategies to support students. Our RTI model can be improved by ensuring that we are identifying students accordingly and supporting them in the specified need.

Students With Disabilities:

- 81 points below standard
- Declined 37.9 points

African American:

- 30.2 points below standard
- Declined 12.2 points

English Learners:

- 33 points below standard
- Declined 18.2 points

Hispanic:

- 25 points below standard
- Declined 6.9 points

Socioeconomically Disadvantaged:

- 27.6 points below standard

- Declined 5.9 points

### Math

African American:

- 49.4 points below standard
- Declined 3.3 points

English Learners:

- 39.2 points below standard
- Maintained -2.4 points

Hispanic:

- 41.5 points below standard
- Maintained -1.2 points

Socioeconomically Disadvantaged:

- 42.9 points below standard
- Maintained 2.1 points

Students With Disabilities:

- 93.9 points below standard
- Declined 26.6 points

## Expected Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20						
CAASPP-ELA	SWD: 17.1% AA - 41.9% ELL - 5.2% Hispanic/Latino - 40.8% SED - 39%	SWD- 21.4% - 9/42 AA- 47.4% - 27/57 ELL- 6.8% - 4/59 Hispanic/Latino- 43.9% - 138/314 SED - 43% - 114/265	SWD-12.8% - 6/47 AA- 36.4% - 20/55 ELL - 3.6% - 3/83 Hispanic/Latino- 37.7% - 126/334 SED - 35% - 105/300	SWD AA- ELL Hispanic/Latino SED No assessment due to COVID						
iReady	SWD- 5.75% AA- 26.4% ELL- 10.4% Hispanic/Latino- 22.8% SED - 17.6%	Not Applicable	Program was not applicable	<table><tr><td>Group</td><td>BOY</td><td>MOY</td></tr><tr><td>SWD</td><td>4% 3/75</td><td>7.5% 6/80</td></tr></table>	Group	BOY	MOY	SWD	4% 3/75	7.5% 6/80
Group	BOY	MOY								
SWD	4% 3/75	7.5% 6/80								

				<table><tr><td>AA</td><td>18.2% 10/55</td><td>34.5% 19/55</td></tr><tr><td>HIS</td><td>15.1% 67/444</td><td>30.5% 137/449</td></tr><tr><td>ELL</td><td>4.7% 6/129</td><td>16% 22/121</td></tr><tr><td>SED</td><td>13.8% 62/449</td><td>31.3% 148/473</td></tr></table>	AA	18.2% 10/55	34.5% 19/55	HIS	15.1% 67/444	30.5% 137/449	ELL	4.7% 6/129	16% 22/121	SED	13.8% 62/449	31.3% 148/473						
AA	18.2% 10/55	34.5% 19/55																				
HIS	15.1% 67/444	30.5% 137/449																				
ELL	4.7% 6/129	16% 22/121																				
SED	13.8% 62/449	31.3% 148/473																				
CFA	Not Applicable	Not Applicable	Not Applicable	Not Applicable																		
CAASPP-Math	SWD: 17.1% AA - % ELL - 5.2% Hispanic/Latino - 40.8% SED - 39%	SWD- 9.5% - 4/42 AA- 36.8% - 21/57 ELL- 8.5% - 5/59 Hispanic/Latino- 29.3% - 92/314 SED - 30.2% - 80/265	SWD-10.6% - 5/47 AA- 30.9% - 17/55 ELL - 2.4% - 2/85 Hispanic/Latino- 32.2% - 108/335 SED - 29.1% - 88/302	SWD AA- ELL Hispanic/Latino SED No assessment due to COVID																		
iReady-Math	SWD- 2.6% AA- 8.1% ELL- 8.9% Hispanic/Latino- 22.8% SED - 12.3%	Not Applicable	Program was not applicable	<table><tr><td>Group</td><td>BOY</td><td>MOY</td></tr><tr><td>SWD</td><td>0% 0/78</td><td>5.1% 4/78</td></tr><tr><td>AA</td><td>3.6% 2/55</td><td>12.5% 7/56</td></tr><tr><td>HIS</td><td>15.1% 67/444</td><td>30.5% 137/449</td></tr><tr><td>ELL</td><td>3.1% 4/129</td><td>14.7% 19/129</td></tr><tr><td>SED</td><td>5.3% 24/451</td><td>19.2% 90/468</td></tr></table>	Group	BOY	MOY	SWD	0% 0/78	5.1% 4/78	AA	3.6% 2/55	12.5% 7/56	HIS	15.1% 67/444	30.5% 137/449	ELL	3.1% 4/129	14.7% 19/129	SED	5.3% 24/451	19.2% 90/468
Group	BOY	MOY																				
SWD	0% 0/78	5.1% 4/78																				
AA	3.6% 2/55	12.5% 7/56																				
HIS	15.1% 67/444	30.5% 137/449																				
ELL	3.1% 4/129	14.7% 19/129																				
SED	5.3% 24/451	19.2% 90/468																				

## Planned Actions/Services

### Action 1.1

An additional guest teacher will provide small group ELA intervention during the school day on phonics for grades 3-5.

#### Students to be Served:

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

SWD, ELL, AA, SED, Hispanic/Latino

#### Scope of Service:

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

Limited to Indicated Student Groups

### Action 1.2

Purchase Raz Kids program to support guided reading

#### Students to be Served:

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

SWD, ELL, AA, Hispanic/Latino

#### Scope of Service:

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

Schoolwide

### Action 1.3

An additional guest teacher will provide small group math intervention during the school day for grades 3-5.

#### Students to be Served:

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

#### Scope of Service:

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

SWD, ELL, AA, SED, Hispanic/Latino	Limited to Indicated Student Groups
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## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
1.1-Sub pay for certificated teacher (ELA)	Administrator, Office Manager, Certificated Staff, Intervention Teacher	Start date- end date of hire	\$28,900 - Title I - 3010
1.3-Raz Kids	Administrator, Office Manager, Certificated Staff, Intervention Teacher	Purchase date of program	\$8,439 - Title I - 3010
1.3-Sub pay for certificated teacher (math)	Administrator, Office Manager, Certificated Staff, Intervention Teacher	Start date- end date of hire	\$28,900 - Title I - 3010

## Goal 2 2020-21

Reduce by 3% the Chronic Absenteeism of ELLs and Hispanic/Latino students
---

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

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement
Local Priorities: Goal 2

## Identified Need:

Our English Language Learners and Hispanic/Latino students
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## Expected Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Dashboard-		ELL: 5.2% Hispanic/Latino:7.4%	ELL:8.6% Hispanic/Latino:8.9%	No data due to Covid-19
Schoolzilla-Chronic Absences		ELL: Hispanic/Latino:	ELL: Hispanic/Latino:	
Check in system	Not Applicable	Not Applicable	Not Applicable	Not Applicable

## Planned Actions/Services

### Action 2.1

Purchase instructional electronic devices for Students with moderate/severe disabilities to increase their engagement with daily instruction and school assessments

Students to be Served:

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

Students with disabilities

Scope of Service:

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

Limited to Indicated Student Group

### Action 2.2

Classified staff member will be paid to check in with students who are chronically absent

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, Hispanic/Latino

Scope of Service:

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

Limited to Indicated Student Group

## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

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

2.1 Increase student access to electronic devices - Tablets	Administration, Special Education Teachers	Daily/Weekly during ELA instruction	\$12,357 - Title I - 3010
2.2 Extra Duty Classified Staff member	Administrator, Office Manager, Classified Staff member	start time- end time	\$1600 - Title I - 3010

### Goal 3 2020-21

Increase ELL reclassification by 10% as measured by the ELPAC  
Reduce by 10% the number of ARTEL students

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

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1

### Identified Need:

During our designated ELD instruction time, instructional material and strategies were not being fully implemented. We were not progress monitoring the number of students who were becoming ARTELS/LTEs

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC Proficiency	34.6% making progress towards EL proficiency.	37.6% proficient	8.9% proficient	Not Applicable
iReady-ELA	ELL- 10.4% Hispanic/Latino- 22.8%	Not Applicable	Not Applicable	HIS - BOY 15.1% 67/444  HIS - MOY 30.5% 137/449  ELL - BOY 4.7% 6/129



				ELL - MOY 16% 22/121
LAS				

## Planned Actions/Services

### Action 3.1

An additional instructional staff will provide small group instruction during the school day for RTEL students.

#### Students to be Served:

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

English Learners

#### Scope of Service:

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

Limited to Indicated Student Group

### Action 3.2

Purchase materials/resources for parent workshops. These materials will support the at home learning of the online programs.

#### Students to be Served:

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

English Learners

#### Scope of Service:

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

Limited to Indicated Student Group

## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
3.1 Added instructional support	Classified instructional aide	Daily/weekly for small group	\$11,019 - Title I - 3010

- Extra Duty		English Learner instruction	
3.2 Parent Engagement - Resources for Parents for distance learning	Administration	Supplies and Materials for Parent Participation Resources	\$1,931 - 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:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>1</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

*Note: Centralized services may include the following direct services:*

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

- *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.

## State Priorities and Local Indicators

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

## California Dashboard Indicators

Academic Performance

Chronic Absenteeism

College/Career Readiness

English Learner Progress

Graduation Rate

Suspension Rate

## APPENDIX D: GUIDING QUESTIONS

### Guiding Questions: Annual Evaluation

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

### Guiding Questions: Stakeholder Engagement

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

## Guiding Questions: Goals, Actions, and Services

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

## Programs Included in this Plan

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

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

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

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

<p><b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs).</p> <p><b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).</p> <p><b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals.</p> <p><b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. <b>(Title III funds may not be consolidated as part of a SWP<sup>1</sup>)</b></p> <p><b>Title IV, Part A: Student Support and Academic Enrichment</b> Purpose: A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.</p> <p><b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.</p> <p><b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.</p> <p><b>Comprehensive Support and Improvement:</b> [If applicable, included in Budget Summary]</p> <p><b>Other federal funds</b> (list and describe). Create a new row for each separate program.</p>		
Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$91,215	Yes
[2] Title I, Part A: Parental Involvement	\$1,931	Yes
[3]		

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



	]	
Subtotal amount of federal categorical funds allocated to this school.		

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

<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.).		
<b>Program (from above)</b>	<b>Allocation</b>	<b>Is it consolidated in the SWP?</b>
No other programs		
Subtotal amount of state and local funds allocated to this school.		

Total of federal, state, and/or local funds for this school:	\$93,146
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## 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)	
English Learner Advisory Committee	Elizabeth Castellanos (ELAC President)

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: 09/23/2020 .

Attested:

Tye Allenbrand  
School Principal

Elizabeth Castellanos  
SSC Chairperson

  
Signature of School Principal

  
Signature of SSC Chairperson

10/26/2020  
Date

10/26/2020  
Date

## School Site Council Membership

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

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Tye Allenbrand	X				
Lorie Owen		X			
Stephanie Bolanos		X			
Candice Molacek		X			
Renee Moore			X		
Elizabeth Castellanos				X	
Brian Saba				X	
Anna Smith				X	
Bertha Marcial				X	
Karina Marti				X	
	1	3	1	5	
Number of members in each category					

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<sup>2</sup> EC Section 52852

## **Addendum**

### **The SPSA Template**

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

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

### **Seven Recommended Steps for Developing the SPSA**

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

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

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

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

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

Student Achievement” presentation<sup>4</sup>, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district’s ConApp.
- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district’s ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with “Goals, Actions, and Services,” “Centralized Services,” “Programs Included in This Plan,” and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

## School Plan for Student Achievement Annual Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Purpose and Description**

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

#### **Purpose**

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

#### **Description**

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

### **Plan Summary**

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

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

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

### **Needs Assessment -- Stakeholder Engagement**

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

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

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

### **Instructions**

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

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

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

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

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

### **Resource Inequities**

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

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

### **Budget Summary**

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

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



## Budget Summary

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

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

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

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

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

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

## Annual Evaluation and Needs Assessment

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

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Analysis**

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

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

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

## **Goals, Actions, and Services**

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

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

### **Goal**

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

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

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

### **Expected Annual Measurable Outcomes**

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

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

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

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

### **Planned Actions/Services**

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

#### **Students to be Served**

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

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

*[This section meets the requirements for CSI.]*

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

#### **Scope of Service**

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

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

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

### **Actions/Services**

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

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

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

### **Person(s) Responsible**

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

### **Task(s) and Timelines**

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

### **Budgeted Expenditures**

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

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

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

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

## **Appendix A: Plan Requirements**

### **Schoolwide Program Requirements**

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

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

### ***Requirements for Development of the Plan***

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

### ***Requirements for the Plan***

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

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

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

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

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

#### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

#### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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

## **APPENDIX D: GUIDING QUESTIONS**

### **Guiding Questions: Annual Evaluation**

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

### **Guiding Questions: Stakeholder Engagement**

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

### **Guiding Questions: Goals, Actions, and Services**

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?

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

*Adapted, February, 2019, from the School Plan for Student Achievement prepared by the California*

*Department of Education, February, 2019. Adapted by E.Williams SJUSD, March 2020.*