School Plan for Student Achievement (SPSA) and Annual Evaluation for 2021-2022			
School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Board Approval Date
Edward Hyatt World Language Academy Inelda Luna iluna@sanjacinto.k12.ca.us	**33 67249 0138925**	**May 19, 2021**	**June 15, 2021**

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement).

The purpose of the School Plan for Student Achievement is to provide stakeholders a comprehensive document providing details of the site planned actions and expenditures as they relate to the strategies, actions, and services necessary to address schoolwide program in order to improve achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the state's academic standards.

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

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

2021-2022 Plan Summary

The Story

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

Edward Hyatt World Language Academy is one thirteen public schools within the San Jacinto Unified School District. The academy's current enrollment is around 470 students, and it is the only elementary that offers dual immersion program (Spanish and English). The vision is Edward Hyatt World Language Academy will distinguish itself by promoting and empowering leaders of tomorrow. Our success will come from multi-linguistic and multicultural competencies that develop from rigorous academics. Our students will become visionary and global citizens that

embrace diversity and exemplify respect.

Edward Hyatt World Language Academy is located in the east end of San Jacinto, in Riverside County. As one of seven elementary schools in the San Jacinto Unified School District, Edward Hyatt World Language Academy serves approximately 484 students in grades K-6 and it is the only dual immersion school in the district.

The language, racial, and ethnic make-up of the student body is:
73.52% Hispanic/Latino
14.83% Multiple Races
5.51% White
5.3% African American
.21% Asian
.21% Filipino
.21% Pacific Islander.
.21% Vietnamese.

8.9% Students with Disabilities (SWD)
35.7% English Learners
2.12% Foster Youth
.21% Homeless
79.45% qualify for free and reduced lunches.

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

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

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

SPSA Highlights

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

With ongoing collaboration between School Site Council (SSC) and other joint committees such as English Language Advisory Council (ELAC) and Parent Teacher Association (PTA), there has been collaboration and development of the SPSA, Parent Involvement Plan (PIP), Family Compact, and Bylaws.

Our plan focuses are as follow:
1. A focused literacy approach in all core content areas.
2. Professional development on ELD designated/integrated instruction
3. Intervention approach to increase student achievement and close the achievement gap.
4. A tiered system of supports to decrease discipline and increase attendance

5. Increase parent engagement/involvement

- Teams meet weekly to discuss student data and outcomes during a professional learning community model
- All grade levels have been meeting throughout the school year to receive ELD professional development
- As a site we have identified intervention and collectively have agreed upon measures that will support data collection and implementation
- The PBIS team meets twice a month to discuss strategies, review data, and plan supports to promote a positive school environment
- Our community liaison has been working strategically with our parents to determine parent needs and multiple parent universities and parent engagement

Needs Assessment -- Review of Performance

Greatest Progress

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

We currently do not have any ELA Dashboard data so needs assessment will reflect local indicator results.

iReady ELA Middle of the Year

Student Group	2019/2020	2020/2021
Overall	No data	27.5%
Hispanic	No data	25.1%
Multiple	No data	100%
White	No data	41.7%
African American	No data	20%
English Language Learners	No data	7.2%
Students with Disabilities	No data	27.3%

NWEA ELA Middle of the Year

Student Group	2019/2020	2020/2021	Change from Previous Year
Overall	44.3%	No data	-16.8%

Hispanic	43%	No data	-17.9%
Multiple	75%	No data	+25%
White	52.2%	No data	-10.5%
African American	50%	No data	-30%
English Language Learners	24%	No data	-16.8%
Students with Disabilities	19%	No data	+8.3%

For the 2020/2021 school year, it was determined students would take iReady local indicator in English and NWEA MAP in Spanish reason there is no current data for NWEA MAP for this school year. Based on iReady and NWEA MAP data six of eight listed student groups declined in the area of English language arts when comparing iReady MOY data to MAP MOY.

iReady Math Middle of the Year Assessment

Student Group	2019/2020	2020/2021	Change from Previous Year
Overall		19.9%	
Hispanic		20%	
Multiple		66.7%	
White		38.5%	
African American		0%	
English Language Learners		2.8%	
Students with Disabilities		16.7%	

NWEA MAP Math Middle of the Year Assessment

Student Group	2019/2020	2020/2021	Change from Previous Year
Overall	42%	35.5%	-6.5%
Hispanic	39.7%	36%	-3.7%
Multiple	62.5%	50%	-12.5%
White	55.6%	44%	-11.6%
African American	44%	11.5%	-32.5%
English Language Learners	25%	31.3%	+6.3%
Students with Disabilities	4.3%	28%	+23.7

Students were assessed using iReady and NWEA MAP in the 2019/2020 school year. In the 2020/2021

school year it was determined that students would be assessed in iReady in English and NWEA MAP in the Spanish language. The results of the assessments reflect reason for missing data. Both iReady and NWEA MAP data are comparable. Data demonstrated that six of eight student groups reflected a decline in math results when comparing local diagnostic indicators.

English Learner Progress

	2018/2019	2019/2020	2020/2021
All English learner scored proficient	3.8%	No data due to school closure	Currently being assessed

Chronic Absenteeism

	2019/2020	2020/2021
All Students	1.94%	6.76%
Hispanic	3.86%	7.35%
Multiple	4.16%	0.0%
White	0.0%	3.77%
African American	4.11%	5.74%
English Language Learners	3.66%	7.38%
Students with Disabilities	1.92%	9.33%

Data was compared from August through April for each school year.

Average Daily Attendance

	2019/2020	2020/2021
All Students	97.9%	96.9%
Hispanic	97.61%	97.46
Multiple	97.85%	98.6%
White	97.85%	98.38%
African American	98.14%	97.14%
English Language Learners	97.65%	97.18%
Students with Disabilities	97.02%	96.5%

Suspension Rate

	2019/2020	**2020/2021**
All Students	0.0%	0.0%

Greatest Needs

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

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).*

All listed student groups are underperforming in reading based on iReady and NWEA MAP data. Further analysis of iReady data demonstrates students underperformed in the area of vocabulary and reading comprehension. in both informational and literature text.
All students are underperforming in math based on iReady and NWEA MAP data. Data demonstrates students underperformed in
All student groups have an increase in chronic absenteeism based on local data.

Resource Inequities

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

Needs assessment involved analyzing data with SSC, ELAC and other stakeholders from Schoolzilla, iReady, NWEA MAP, and AERIES Analytics.

After looking at the data, it was noted the focus was specifically on English language arts and not much of the action items focused on math.
Most of the action items targeted the English language learner student group.
Due to Covid-19, most of the action items were not implemented to its full capacity.
Actions to decrease chronic absenteeism was implemented late in the school year resulting in limited data.
Even though there were no suspensions for the school year for all student groups, it is unclear if current action items were effective since students did not begin to school until March 12, 2021. Even after return only about half of the student population returned to a hybrid model.

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) board meeting dates:
August 27
October 12
November 30
January 20
March 9

SSC meeting dates:
September 28
October 8
October 22
December 8
February 22
March 23
April 26

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

English Language Advisory Council (ELAC) meeting dates:
August 26
February 10
April 20

ELAC meeting dates
October 26
December 2
March 2
April 27

Parent/Teacher meetings
11/9/20-11/13/20
3/8/21-3/12/21

Coffee with the Principal:
August 28
September 24
October 30
November 16
December 18
January 26
February 26
March 1

March 29 March 23

Impact on the SPSA and the Annual Evaluation

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

> Stakeholders were part of on-going collaborative conversations to provide feedback, suggestions, and comments in relation to student data outcomes and next steps.
>
> SSC discussed student data in both ELA and math and also discussed how parent involvement/engagement should be tied to student outcomes and goals. It was agreed upon that the focus should continue in the area of language arts but there should be action items that target math in the upcoming school year. It was also noted that parent training should be targeted to support families in meeting math and ELA identified goals.

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:	$ 72,891
Total Federal Funds Provided to the School from the LEA for CSI:	$ 0
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:	$ 72,891

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.
It the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Annual Evaluation and Needs Assessment for Edward Hyatt World Language Academy

SPSA Year Reviewed: 2020-21

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

Goal 1 2020-21

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

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

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

Local priority: Goal 1

Annual Measurable Outcomes

Expected	Actual
CAASPP - Hispanic/ELL - increase by 5 points	Unable to be measured due to no data from CAASPP due to school closures.
iReady and NWEA MAP reading - increase by 10%	Decreased by 16.8% from MOY 2019/2020 to MOY 2020/2021 data
Running Records - Reading - increase by number of students who exit intervention.	Due to Covid 19, intervention teacher saw less students once a week versus seeing them daily for a set block of time. Data was inconclusive.

Actions / Services

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

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development for certificated staff on curriculum in ELA and math	Teachers received professional development in language arts and math but most of the PD focused on language arts. Due to Covid-19 most of the PD was held during asynchronous time so there was limited use of funds for	$2000.00	$1,612.96

	subs.		

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide release time for guiding coalition to analyze student data and identify instructional supports in the area of phonics, reading comprehension, and numbers and operations.	Guiding coalition met only once this school year versus three times due to Covid-19. We did not have the staff support to release teachers during the day for guiding coalition collaboration so we met during a non-student day and teachers were paid at an hourly rate.	$2241.00	$5,764.50

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional support for students in grades k-6 through a certificated staff teacher for 2 days a week in the content area of ELA and math.	Site was assigned a resident sub and this became Part of her regular contracted sub day. She supported language arts but did not support math. She was not designated specifically to help out because she needed to be available for classroom coverage in the event of teacher absence.	$5,000	$00.00

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the library to include a diverse collection of titles in both English and Spanish for various levels of reading to increase the book selection for use during guided reading time.	No books were purchased for the school year since students were not on campus due to Covid-19.	$3,000	$00.00

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extra duty for certificated/classified staff PD.	Most professional development was offered during strategic design time which is part of contractual time.	$3500.00	$274.50

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Resources/materials parent workshops	Parent workshops were held virtually due to Covid-19. Any resources provided to parents were provided as a link which at no cost to the site. Resource book was purchased for staff.	$500.00	$860.92

Evaluation (Goal 1)

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

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

> 1.1 - Was fully implemented in the area of language arts and partially implemented for math. Implementation walk through form and iReady data was used to measure the action. There was an increase in PD implementation in the classroom however there was decline in student data. Action item will be adapted to narrow the focus in ELA and math to identify non-negotiables based on student data.

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

> 1.2 was partially implemented as guiding coalition team minimally participated in team release time. There was no metric identified to monitor this action. Goals were partially identified and monitored. All students demonstrated a decrease in student achievement in both ELA and math. Adapt for grade level teams to meet once a trimester to clearly monitor site goals and outcomes.

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

> 1.3 was partially identified. Certificated staff was assigned to the site however was not strategically placed due to lack of subs. No metric was identified to monitor action. The goal was support with low performing students. Abandon as a second intervention teacher will be assigned using district funds.

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

1.4 was not implemented. Students were not at the site due to Covid-19 so it was decided not to use funds for books students would not have access to. There was no metric identified to monitor this action. Abandon since team decided other funds may be used once determined how to best use these books that may not support with academic outcomes.

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.

1.5 was fully implemented through professional development provided during strategic design time and during the school days. iReady was the identified metric for this action. Six of the eight student groups decline in ELA or math. Adapt to target specific student groups and be specific of the areas for professional development.

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

1.6 was fully implemented. Monthly professional development opportunities were provided to parents. Academic measures were identified to monitor parents in attendance however there was low attendance at each of the PDs with an average of six parents which is too low of a number to compare student growth. Adapt parent professional development to match site goals.

Goal 2 2020-21

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Hispanic chronic absenteeism rate - 1.86%	Hispanic chronic absenteeism rate - 6.7%
English language learner absenteeism rate- 4.6%	English language learner absenteeism rate - 9.6%

Actions / Services

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

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extra duty for certificated and classified staff to discuss student data and attendance procedures.	During staff meetings, staff participated in attendance procedures provided by attendance clerk. A team of teachers met monthly to discuss student data and procedures.	$2500.00	$1098.00

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent workshops on the importance of school attendance and resources available.	Parents were provided a variety of workshops one time per month. Data was collected on the number of parents who participated in the professional development. PBIS Rewards was added in April.	$2600.00	$1157.50

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide informational materials to support understanding of attendance and PD.	No money was spent for parent PDs for the 20/21 school year since all PD was conducted virtually.	$1500.00	$00.00

Action 2.4

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

Evaluation (Goal 2)

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

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

> 2.1 was partially implemented. Teachers participated in monthly team discussions which led to procedures and strategies. Discussions were more academic based instead of attendance focus. AERIES was identified metric for this action. Data shows an increase in chronic absenteeism not only in Hispanic and ELL groups but all student groups. Adapt action item for team to be more intentional about identifying students within the student group to target and monitor and to include all staff members in the process.

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

> 2.2 was partially implemented as monthly workshops were offered to families. These were virtual meetings and did not specifically target attendance. AERIES was the identified measure for this action item however there was low parent attendance. Adapt so at each workshop attendance is tied to school wide goals and continue to collect data using a Google form to determine which parents are attending and is it making impact to the attendance through the use of PBIS rewards.

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

> 2.3 was not implemented since all workshops/PD was conducted virtually. There was no identified metric to monitor this action. No data was collected since no materials were provided to parents. Adapt to ensure materials tie into attendance PD to target specific student groups.

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.

>

Goal 3 2020-21

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
ELPAC LTEL - decrease by 5%	No available data
ELPAC ARTEL - decrease by 15%	No available data
ELPAC Proficiency - increase by 10%	No available data

Actions / Services

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

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training in English Learner Development standards and practices to improve designated and integrated lesson design.	All certificated staff participated in ELL PD. Teams used half day training to focus on ELD standards and language production.	$7500	$7,500

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide release time for guiding coalition to analyze student data and identify instructional supports during the designated ELD time, specifically in the strands that pertain to reading and writing.	All guiding coalition meetings have been held after school or on non-student days due to classroom coverage.	$4000	$00.00

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide tutoring for ARTELs focusing on reclassification.	After school tutorial was offered to all certificated staff to service students however there was no interest in teaching. Tutoring was provided by	$18,700	$00.00

	resident sub during contractual time.		

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide writing supplemental resources/materials.	Grade level teams focused on reading and writing strategies. Data and district literacy focus helped make the determination to purchase supplemental reading materials.	$2200	$39,600

Action 3.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent workshops focusing on reclassification.	Two workshops were provided for our English learner families. PD was conducted by our site ELL coordinator.	$500.00	$179.00

Evaluation (Goal 3)

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

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

3.1 was partially implemented. After looking at student data it was determined to move forward with ELL PD but training was toward the end of the school year. An implementation walk through tool was used to measure PD implementation. Tool has demonstrated growth in classroom approach but a high need on ELD instruction. Adapt to begin the school year focusing on ELD (designated/integrated).

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

3.2 was fully implemented however meetings were held every other week (two times per month) which teams did not focus on specifically on ELD data. Adapt so part of the meetings is concentrated on English language learners.

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

3.3 was partially implemented. Resident substitute was able to provide tutoring to students ELL students in fifth and sixth grades twice a week for eight weeks. There was no metric identified to monitor this action. Out of the 25 identified students, 20 students attended consistently. Adapt to identify a progress monitoring tool.

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.

3.4 was partially implemented. As a site we focused specifically in the two domains of reading and writing. Team agreed to purchase supplemental reading materials to support the current curriculum as students are lacking vocabulary which is impacting reading comprehension. Materials were purchased at the end of the school year and action item has not been implemented so no metric has been identified. There is no data until action is implemented. Adapt to include metric and progress monitoring tools.

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.

3.5 was fully implemented. Two training days were provided for all ELL parents. Training was provided by site ELL coordinator and was paid two hours for each training (prepping for meeting and training). ELPAC has been identified as a metric tool however there are no current scores available at this time. Adapt to include a series of trainings that begin from the beginning of the school year (2/trimester) to support families understanding the process.

Goal 4 2020-21

State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

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

Action 4.1

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

Action 4.2

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

Action 4.3

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

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

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

Evaluation (Goal 4)

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

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

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

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

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.

Goals, Actions, Services, and Expenditures for 2021-22

Strategic Planning Details and Accountability

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

Goal 1 2021-22

Reading: Increase Overall student score by 22.5% Increase Hispanic student group score by 24.9% Increase White student group score by 8.3% Increase African American student group score by 30% Increase English language learner student group score by 42.8% Increase Student with Disabilities student group score by 22.7%

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Increase the implementation of reading strategies to support common core standards.

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

Metrics/Indicators	Baseline	2018-17	2019-20	2020-21
iReady	Overall - Comprehension	No data	44.3%	27.5%
	Hispanic -Comprehension	No data	43%	25.1%
	White - Comprehension	No data	52.2%	41.7%
	African American - Comprension	No data	50%	20%
	ELL -Comprehension	No data	24%	7.2%
Running Records		No data	No data per student group	No data per student group

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

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

Action 1.1

Action/Service	Provide professional development supported by RCOE and T4Learning focused on clear and targeted reading instructional strategies to increase success criteria as measured by EOY, BOY, MOY iReady and running record data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	2 times per school year Half day coaching Substitute costs - 22 teachers @$165.00 per teacher
Budget and Source	$16,576 - Title I - 3010

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.

Students to be Served	Scope of Service
Hispanic, White, African American, English learners, Students with Disabilities	Schoolwide

Action 1.2

Action/Service	Provide teacher release time for grade level collaboration to discuss the implementation of professional development, review student data, and plan targeted instruction around the common core standards and reading comprehension measured by grade level EOY, BOY and MOY iReady and running record data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	4 times per school year/half days - July/August 2021 - Before each trimester
Budget and Source	$6930.00 - Title I - 3010

Students to be Served:

Scope of Service:

Hispanic, White, African American, English learners, Students with Disabilities	Schoolwide

Action 1.3

Action/Service	Provide teacher grade level leads release time to collaborate to discuss action items surrounding professional development, to review student growth based on EOY, BOY, MOY iReady and running data to make changes to action items to continue to increase student achievement.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	3 times per school year/full days - beginning of each trimester
Budget and Source	$3465.00 - Title I - 3010

Students to be Served: Scope of Service:

Hispanic, White, African American, English learners, Students with Disabilities	Schoolwide

Action 1.4

Action/Service	Provide after school tutorial for targeted students for each grade level who are not making the necessary gains in reading comprehension as determined by EOY, BOY, MOY iReady and running record data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	24 weeks - twice a week - one hour - trimester I and II
Budget and Source	$7686.00 - Title I - 3010

Students to be Served: Scope of Service:

| Hispanic, White, African American, English learners, Students with Disabilities | Schoolwide |

Action 1.5

Action/Service	Provide professional development supported by RCOE to all families to build a better understanding of the program and of the site reading comprehension goals being measured by EOY, BOY, MOY and running record data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	Six three hour trainings - two/trimester
Budget and Source	$10,000.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

| Hispanic, White, African American, English learners, Students with Disabilities | Schoolwide |

Goal 2 2021-22

Math:
Increase Overall student score by 30.1%
Increase Hispanic student group score by 30%
Increase White student group score by 11.5%
Increase African American student group score by 50%
Increase English language learner student group score by 47.2%
Increase Student with Disabilities student group score by 33.3%

State and/or Local Priorities addressed by this goal:

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

Local priority: Goal 1

Identified Need:

Focus on instructional practices, interventions, and resources needed to increase achievement.

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	2018-17	2019-20	2020-21
iReady	Hispanic - Geometry	No data	No data	17.4%
	White-Geometry	No data	No data	15.4%
	African American - Geometry	No data	No data	0%
	English learners - Geometry	No data	No data	2.8%
	Students with Disabilities - Geometry	No data	No data	8.3%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

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

Action 2.1

Action/Service	Provide teacher release time for grade level collaboration to discuss math practices, review math student data, and plan targeted instruction around the common core standards and math results measured by grade level EOY, BOY and MOY iReady and running record data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	4 times per school year/half days - July/August 2021 - Before each trimester
Budget and Source	$6930.00 - Title I - 3010

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.

Hispanic,White, African American, English learners, Students with Disabilities	Schoolwide

Action 2.2

Action/Service	Provide supplemental materials and/or professional development for staff to strengthen mathematical practices to increase geometry strand score as measured by EOY, BOY and MOY iReady data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	Based on EOY data
Budget and Source	$5000.00 - Title I - 3010

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.

Hispanic, White, African American, English learners, Students with Disabilities	Schoolwide

Action 2.3

Action/Service	
Person(s) Responsible	
Task(s) Timelines	
Budget and Source	$ - Title I - 3010

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.

Goal 3 2021-22

Increase the number of reclassification by 20%
Decrease the number of ARTELs by 15%

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Goal 1

Identified Need:

Data demonstrates a need for a thorough understanding of the ELD standards and language production for a clear content and language objective meeting ELL instructional needs.

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	2018-17	2019-20	2020-21
ELPAC	All English language learners - Scored at Level 4	No data	3.8%	0%
	All English language learners - Written language	No data	15.4%	19%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

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

Action 3.1

Action/Service	Provide staff training supported by RCOE and sub release for all certificated saff in English Learner Development standards and practices to improve designated and integrated lesson design to increase language production in the writing domain as measured by LAS and ELD writing data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	2 times per school year Half day coaching Substitute costs - 22 teachers @$165.00 per teacher
Budget and Source	$11,130.00 - Title I - 3010

Students to be Served:

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

Scope of Service:

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

English language learners	Limited to LImited Student Group

Action 3.2

Action/Service	Provide after school tutorial for targeted students for each grade level who are not making the necessary gains in the writing domain as measured by LAS and writing data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	$45.75/hour/teacher 12 weeks of tutorial - Trimester II
Budget and Source	$1098.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Action 3.3

Action/Service	Provide parents with a series of workshops focusing on reclassification and the four domains provided by ELL site support staff measured by LAS and writing data.
Person(s) Responsible	Administration, Office Manager, ELL
Task(s) Timelines	Two parent trainings Trimester I and II One parent training Trimester III 2 hours per training (prepping and workshop) Interpreting services
Budget and Source	$650.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Action 3.4

Action/Service	
Person(s) Responsible	
Task(s) Timelines	
Budget and Source	$ - Title I - 3010

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.

Goal 4 2021-22

Decrease chronic absenteeism:

Hispanic by 5%
White by 2%
African American by 3%
English learners by 5%
Students with Disabilities by 7%

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Awareness of how attendance affects student academic performance and how parent engagement/involvement affects student attendance.

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

Metrics/Indicators	Baseline	2018-17	2019-20	2020-21
Chronic Absenteeism	Hispanic	No data	3.86%%	7.35%
	White	No data	15.4%	19%
	African American	No data	4.11%	5.74%
	English learners	No data	3.66%	7.38%

	Students with Disabilities	No data	1.92%	9.33%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

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

Action 4.1

Action/Service	Provide parent trainings that support student attendance measured by Aeries data.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	Monthly $45.50/hour (one hour for prep/workshop)
Budget and Source	$578.00 - Title I - 3010

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.

Hispanic,White, African American, English learners, Students with Disabilities	Schoolwide

Action 4.2

Action/Service	Purchase PBIS Rewards to be used by all site staff to reward students on attendance and to incentivise students to attend school. Data to be analyzed by PBIS team through Aeries database.
Person(s) Responsible	Administration, Office Manager
Task(s) Timelines	August-June
Budget and Source	$1566.00 - Title I - 3010

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.

Hispanic,White, African American, English learners, Students with Disabilities	Schoolwide

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 and School Goal #2:				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[1] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Common Core TOSAs	August - June	$504,737.03		Title I - 3010
BTSA TOSA	August - June	$396,026.04		Title I - 3010
Paper Tutoring	August - June	$229,200		Title I - 3010

School Goal #3:				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
English 3D Consultant	August - June	$33,000		Title I - 3010
MTSS Consultant	August - June	$60,000		Title III - 4203
Rosetta Stone	August - June	$16,250		Title III - 4203

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*

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

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

California Dashboard Indicators

Academic Performance

Chronic Absenteeism

College/Career Readiness

English Learner Progress

Graduation Rate

Suspension Rate

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

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

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

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

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

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

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

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

Programs Included in this Plan

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

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

Select from:

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

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

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

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

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

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

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

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

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

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. **(Title III funds may not be consolidated as part of a SWP[3])**

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

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

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

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

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

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	$71,609	Yes
Title I, Part A: Parental Involvement	$1,282	Yes

[3] 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.	$72,891	

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

List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).		
Program (from above)	**Allocation**	**Is it consolidated in the SWP?**
No funds at this time	$[Amount of allocation]	[Enter yes or no]
	$[Amount of allocation]	[Enter yes or no]
	$[Amount of allocation]	[Enter yes or no]
Subtotal amount of state and local funds allocated to this school.	$0	

Total of federal, state, and/or local funds for this school:	$72,891	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:
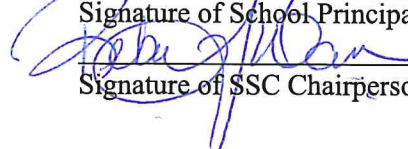
1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

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

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: May 19, 2021.

Attested:

Inelda Luna
Typed name of School Principal

Rebecca Warren
Typed name of SSC Chairperson

Signature of School Principal

Signature of SSC Chairperson

Date   5-19-21

Date   5/19/21

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

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Inelda Luna	X				
Rosemary Aja		X			
Silvia Godoy-Perez		X			
Leticia Sanchez		X			
Stephanie Bolanos			X		
Celeste Daniels			X		
Rebecca Warren				X	
Tiffany Urquiza				X	
Jennifer Maldonado				X	
Leia Luna				X	
Cinthia Chavez-Torres				X	
Erika Martinez				X	
Number of members in each category	1	3	2	6	

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[4] *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.[5] 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.

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

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

Student Achievement" presentation[6], 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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[6] https://www.cde.ca.gov/fg/aa/lc/documents/schoolplanwebinar.pdf

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

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

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Plan Summary

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

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

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

Needs Assessment -- Stakeholder Engagement

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

48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

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

Resource Inequities

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

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

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

Annual Evaluation and Needs Assessment

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

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

review the goals from the most recent SPSA year.

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

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

Goals, Actions, and Services

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

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

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

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

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

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

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

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

cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

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

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

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

Planned Actions/Services

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

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

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

[This section meets the requirements for CSI.]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

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

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

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance

against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

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

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

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

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

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

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

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

Requirements for the Plan
II. The SPSA shall include the following:

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

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

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

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

  b. use methods and instructional strategies that:

   i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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