

## 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
<b>Jose Antonio Estudillo Elementary School</b> Keri Thomas <a href="mailto:kthomas@sanjacinto.k12.ca.us">kthomas@sanjacinto.k12.ca.us</a>	<b>33 67249 0102715</b>	<b>June 2, 2021</b>	<b>June 15, 2021</b>

### Purpose and Description

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

In January 2018, Estudillo Elementary was identified as Additional Targeted Support and Improvement (ATSI) school due two consecutive years of Students with Disabilities underperformance as indicated on the California Dashboard. The purpose of the Additional Targeted Support and Improvement (ATSI) plan is to help identified groups overcome the underlying reasons for academic underperformance in English Language Arts (ELA) and Math.

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

Estudillo Elementary School plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

### 2021-2022 Plan Summary

#### The Story

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

Established in 2004, Estudillo Elementary is located at 900 S. Las Rosas Drive in San Jacinto, California. Comprised in a lower to moderate income homes in a suburban area. Estudillo Elementary serves students in Kindergarten to 5th grade and is one of 7 elementary schools in San Jacinto Unified School District.

In 2019, a school boundary change occurred resulting in an increase of our student demographic. Estudillo Elementary is now home to approx. 785 students where approx. 87.4% of students participate in the National School Lunch Program. Estudillo serves a diverse student population which includes 23.3% English Language Learners, 11.4% Students with Disabilities, 1.9% Title VI Native American, 1.6% Foster and 0.4% Homeless.

The primary ethnic background is as follows:

- 71.8% Hispanic
- 9.4% White
- 8.5% African American
- 6.1% Native American

- 2.8% Multiple Races
- 0.7% Asian
- 0.4% Pacific Islander
- 0.4% Flippino

We employ 30 General Education teachers, 4 Education Specialist, 2 Speech and Language Pathologists, 2 Response to Intervention teachers, Music Teacher, School Counselor, .5 Education Therapist, Parent Liaison, along with an Library Media Technician, Special Education Instructional Aides, Campus Aides and Supervisors, Custodian and a front office staff. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential.

At Estudillo Elementary, we are committed to offering a diverse learning experience to address the needs of all students. On a weekly basis, teacher teams collaborate during PLC meetings to focus on student's progress in the area of reading and math. Teachers bring their data to the PLC meetings so that the team can analyze data, celebrate student growth and plan for instructional next steps. Our PLCs process four guiding questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students do not learn it? How will we extend learning for students who have reached proficiency?

Teachers and staff implement the findings of PLC collaborations by providing extra support to struggling students and enrichment for students at the proficient and advanced levels. Our struggling students are supported by two intervention teachers. The intervention teachers support students in grades 1st- 5th. The intervention instruction focuses on bridging reading foundational gaps through re-teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. The intervention teachers provide tiered supplemental, research-based, strategic instructional strategies to fill in the learning gaps for struggling students. In addition, classroom teachers provide small-group instruction to ensure all students' needs are met at their levels through a schoolwide intervention block.

Students' needs are identified through formative assessments including iReady Diagnostic, STAR, CORE Phonics Inventory, Common Formative Assessments and other assessments. These assessments allow teachers to target specific skills during small-group instruction for a minimum of 35 minutes a day, 4 days a week. The Special Education teachers push into the classroom during scheduled small-group instruction to support students with disabilities in a co-teach model.

In order to support students at every level, Estudillo's GATE Program (Gifted and Talented Education) provides enrichment and differentiation to excelling students through GATE strategies in classrooms. Students are also provided opportunities to participate in GATE Enrichment Classes, field trips, and afterschool activities.

As a Leader in Me School, all staff seek to educate and empower all students to be leaders utilizing the 7 Habits of Highly Effective People (Stephen Covey). Through Leader in Me, school staff is able to support the student's ability to thrive within a nurturing environment where students feel safe and confident. By recognizing each child as a leader with unique talents to share, all aspects of their education begin to flourish. This social emotional learning process equips students with essential skills to build meaningful relationships, take ownership of their learning and be responsible citizens.

## SPSA Highlights

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

Estudillo Elementary will focus on continuous improvement in the area of English Language Arts by providing strategic support to all students during guided reading/differentiated instruction. This time will be scheduled in each teacher's daily schedule and the school's RtI teachers will help support students needing Tier II and Tier III interventions. This

time will focus on guided instruction that is appropriate for the students needs.

Teachers will provide the math curriculum to fidelity on a daily basis in all Kinder-5th grade classes. Teachers will use strategies that will develop our SWD knowledge and use of numbers while solving problems.

Administration will monitor classroom instruction to ensure that ELD (designated and integrated) has been fully implemented in grades K-5. Classroom schedules reflect designated ELD instruction daily in every classroom with EL students. Observations reflect integrated ELD across subject areas. Additional professional development and district training will be provided throughout the school year to support ELD strategies and practices to provide clarity and greater depth to ELD instruction.

Attendance will continue to remain a priority to ensure all students have access. We will build parent and school connections to ensure that all parents understand the importance and that they are a part of the decision making at Estudillo. Teachers will be trained in engagement strategies that will improve the want of our students to come to school.

Estudillo Elementary staff will be learning strategies in restorative language and circles to continue to develop trusting relationships between adult and student. This process will help our students develop the language and the location to discuss feelings and needs. Support students in the areas of organization, responsibility, and school to home communication through the Leader in Me program. Along with school to home communication, Estudillo Elementary will support parents through workshops and activities geared to support student achievement.

## 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.

In English Language Arts, the following three groups demonstrated growth. This growth is attributed to Action 1.3 in which we had two additional intervention teachers that worked with students struggling in phonics, phonemic awareness, comprehension, and vocabulary.

- SPED students showed growth on the 20/21 iReady diagnostic BOY to EOY in reading comprehension by increasing from 20.7% to 25.6%. SPED students showed growth on the iReady diagnostic BOY to EOY in vocabulary by increasing from 16.1% to 17.8%.
- Hispanic students showed growth on the 20/21 iReady diagnostic BOY to EOY in High Frequency Words from 70.7% to 79.2%. Hispanic students showed growth on the 20/21 iReady diagnostic BOY to EOY in Phonics by increasing from 43% to 54.5%.
- White students showed growth on the 20/21 iReady diagnostic BOY to EOY in Phonological Awareness from 83.6% to 93.2%. Hispanic students showed growth on the 20/21 iReady diagnostic BOY to EOY in Vocabulary by increasing from 39.7% to 54.5%.

For Math, the following two groups demonstrated growth. This growth is attributed to teachers running small groups for math during distance learning.

- SPED students showed growth on the 20/21 iReady diagnostic BOY to EOY in Number and Operations by increasing from 18.8% to 22.4%.

## 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?

### Summary

Based upon data obtained from California Dashboard, Estudillo Elementary continues to strive to improve academic performance, academic engagement, and condition & climate, with the goal for all student groups to get closer or within the blue performance level. Overall, all students fell within the orange performance level with four student groups also performing in the orange performance level for ELA. For Math, one student group fell within the orange performance level for Math. For Chronic Absenteeism, overall all students were in the orange performance level. Four student groups placement within the orange performance level and two groups fell within the red performance level. Additionally, three student groups fell within the orange performance level for suspensions and three groups fell within the red performance level.

### Orange Performance Level

#### [California School Dashboard](#)

#### **English Language Arts: All students: 41.4 points below standard, maintained 0.7 points.**

- Hispanic: 41.7 points below standard, maintained 0.8 points.
- Socioeconomically Disadvantaged: 47.4 points below standard, maintained - 0.4 points.
- Students with Disabilities: 126.1 points below standard, increased 3.3 points.
- White: 40.6 points below standard, declined by 22.4 points.

#### **Mathematics: 1 Group**

- Students with Disabilities: 111.7 points below standard, increased 16.0 points.

#### **Chronic Absenteeism: All students: 12% chronically absent, increased 0.9%.**

- Students with Disabilities: 19.5% chronically absent, increased 2.9%.
- English Learners: 10.4% chronically absent, increased 1.6%.
- Socioeconomically Disadvantaged: 13.1% chronically absent, increased 1.2%
- Two or More Races: 12.9% chronically absent, increased 3.2%. This group also moved from green performance levels to orange performance level.

#### **Suspension Rate: 3 Groups.**

- African American: 5.6% suspended at least once, increased 0.7%. This group also moved from yellow performance levels to orange.
- English Learners: 3.6% suspended at least once, maintained -0.2%. This group also moved from yellow performance levels to orange.
- White: 5.2% suspended at least once, increased 1.3%

### Red Performance Level

#### **Chronic Absenteeism: 2 Groups**

- American Indian: 26.7% chronically absent, increased 13.1%.
- African American: 22.2% chronically absent, increased 5.3%.

#### **Suspension Rate: 3 Groups.**

- Two or More Races: 6.5% suspended at least once, maintained 0%
- Students with Disabilities: 9.8% suspended at least once, increased 2.1%
- American Indian: 7.9% suspended at least once, increased 2.9%. This group also moved from yellow performance levels to red.

**English Language Learner performance level is within the low range as 42.2% making progress towards English Language proficiency.**

## 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).*

Based on an analysis of California Dashboard data, the following areas were identified as gaps in performance in which student group performance was below “all students performance”.

### Academic Performance

- Mathematics: Students with Disabilities: 111.7 points below standard, increased 16.0 points within the orange performance level.

### Academic Engagement

- Chronic Absenteeism: Two groups' attendance fell within the red performance level - American Indian: 26.7% chronically absent, increased 13.1% and African American: 22.2% chronically absent, increased 5.3%.

### Conditions and Climate

- The suspension rate for 3 groups - African American, English Learners and white students fell within the orange range. In addition, the suspension rate for students with disabilities, American Indian and two or more races fell with the red performance range.

To address these performance gaps, Estudillo will continue to align our practices with the MTSS framework which focuses on Academic performance, Student Discipline (Suspension) and Attendance (Chronic Absenteeism). Through this process, Administration and the Guiding Coalition will strategically plan instruction, allocate resources for enrichment and intervention through our PLC engaging in data analysis to ensure student needs are met.

To increase success for student groups demonstrating performance gaps in Math, we will continue our PLC work to determine Essential Standards for each grade level, learning progressions and success criteria to support student learning. As we target learning we will assess individual student strengths and needs to determine where students are academically and plan how to scaffold their learning and provide additional remediation of prerequisite skills through math tutoring.

As a means of addressing Chronic Absenteeism rates, we will continue to implement an attendance plan to proactively address attendance including student absences and tardiness. Our plan will align with district policy related to SART, CART and SARB's. However, we will put forth continuous efforts to increase attendance by offering a variety of incentives through monthly attendance challenges, weekly classroom attendance competitions, award ceremonies and attendance luncheons to encourage regular school attendance. Parent meetings will be held to ensure we have their thoughts and opinions on how we can provide a more safe and welcoming school site for all stakeholders. We will also increase our efforts to maintain ongoing communication with families to ensure parents are aware of resources and supports available to ensure school attendance.

To address our suspension rates, we will continue to focus on implementation of Leader in Me and the 7 Habits to teach our students to be leaders. We will continue our work, school wide disciplinary procedures and restorative practices to provide for socioemotional learning and behavior interventions for students. Our Friendship Groups, Reflection Room, Leader in Me celebrations, and school wide incentives (Caught you being a leader, Leader of the day, Eagle Dollars and awards) are all structures used to implement a plan that the Guiding Coalition creates to support Individual behavioral needs at the Tier II and Tier II level. We will also be more intentional in creating more parent involvement opportunities for families.

## Resource Inequities

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

We are committed to providing a quality education to every student. Although we strive to provide an equitable learning experience for our students, there are some issues that arise beyond our control. Based on an extensive review of Estudillo's data, we are aware of the continuous inequities that exist beyond our current funding allocations. The areas of inequities fall in the areas of:

- Supports for students with disabilities. Continue to develop their understanding of what they are learning and why in order for them to take ownership in their learning.
- Ensuring that all staff has knowledge on how to best benefit SWD's in all areas of curriculum.
- Additional targeted supports for English Language Learners
- Academic Engagement - Attendance, particularly building stronger connections with African American and American Indian student groups.
- Student Discipline - Social Emotional Learning and implementation of schoolwide restorative practices.
- Refine PBIS practices to better address behavior concerns
- Staff Professional Development to obtain a better understanding of students with disabilities, cultural relevance and equity training.

## 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)

Parents, community members, teachers and students are all part of various committees and advisory groups that continually help to review the planning, implementation, and evaluation of the consolidated application programs including those programs involving Title 1 funds. These funds are used to support effective, research based educational strategies that close the achievement gap between high and low performing students and enable students to meet the state's challenging academic standards. This includes research based parent involvement strategies.

**School Site Council Meetings** - held up 4 times a year. The SSC examines Title I expenditures and practices funded by federal dollars to determine cost effectiveness.

#### Meeting Dates:

- October 1st, 2020 - SSC Overview/Elections
- October 23, 2020 - Title 1 Funds
- December 4, 2020 - School Safety Plan
- January 19, 2021 - SPSA Analysis

- February 5, 2021 - SPSA Analysis
- May 7, 2021 - SPSA data review
- June 2, 2021 - SPSA approval

**Partnering with the Principal** - monthly meetings with the principal on topics of high interest to parents such as school safety, curriculum programs and resources, student performance, safety and facilities improvements.

Meeting Dates:

- January 15, 2021
- February 5, 2021
- March 1, 2021
- May 7, 2021
- June 4, 2021

**English Language Advisory Council (ELAC) meetings:** meetings held 4 times a year

Meeting Dates:

- October 21, 2020
- January 27, 2021
- February 2, 2021
- May 10, 2021
- June 2, 2021

**Native American Advisory Council (NAAC):** meetings held 4 times a year

Meeting Dates:

- September 3, 2020
- November 15, 2020

**San Jacinto African American Advisory Council (SJAAAC):** meetings held 4 times a year.

Meeting Dates:

- September 3, 2020
- October 15, 2020
- February 4, 2021

**District Advisory Council (DAC)**

- September 24, 2020
- January 30, 2021
- March 4, 2021
- May 20, 2021

**District English Learners Advisory Council (DELAC):** meetings held 4 times a year

- September 29, 2020
- December 10, 2020
- February 25, 2021
- April 15, 2021

We publish multiple surveys for all stakeholders to provide information and insight relevant to the nature of student learning. Students, staff, and parents are surveyed on site priorities, campus culture, and school safety.

- District Parent Survey - Fall and Spring.
- Students - 4th and 5th grade students are surveyed on school climate (annually).

- Estudillo Elementary - Leader in Me Measurable Results Assessment (MRA) - Annually. - 4th and 5th grade students, parents and staff take part in the survey.
- Parents as Partners Survey - Asking our parents what they want to have trainings on, volunteer options, and what they want to see for their students at Estudillo.

Site leadership coalitions also exist to provide ongoing support in curriculum, discipline, and social emotional learning. The Guided Coalition meets every 2 weeks.

In addition, Estudillo Elementary has 6 Action Teams that meet monthly and as needed to support Leader in Me implementation and social emotional learning.

### Impact on the SPSA and the Annual Evaluation

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

Estudillo strives to be inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Input from stakeholders is collected regarding school programs both within meetings and through surveys to help determine priorities and needs for continuous school improvement. After collecting the suggestions from our stakeholders the team developed actions that would support the ideas. Stakeholders requested parent nights for attendance, additional training on ELA and Math strategies, and how they can have more involvement with the school. With these suggestions in the 21/22 SPSA parent nights were added for attendance, ELA, and math strategies. Estudillo will also offer CAFE Parent and Family Engagement Program. It is focused on implementing strong family and community engagement sessions that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for ALL students so that they can graduate college, career, and 21st century ready.

## 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:	\$ 126,254
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:	\$ 126,254

## Supplemental Services

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

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

The school will also use Title 1 funds to provide appropriate and effective instructional resources to support targeted interventions for students with disabilities in both ELA and Math.

ELD instruction and implementation of ELD standards. Title 1 funds will also be used to continue to support Leader in Me staff development and parent training to address student behavior, attendance and social emotional learning.

## Annual Evaluation and Needs Assessment for Jose Antonio Estudillo Elementary School

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

ELA: Increase proficiency with students with disabilities academic achievement in ELA by 10%

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

State Priorities:

LCFF Priority 1: Basic Services (Conditions of Learning)

LCFF Priority 2: Implementation of State Standards (Conditions of Learning)

LCFF Priority 4: Student Achievement (Pupil Outcomes)

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:

Goal #1 Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

### Annual Measurable Outcomes

Expected	Actual
CAASPP - SWD - increase 10%	Unable to be measured due to no data from CAASPP due to school closures.

### 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
All students will receive 30 minutes (4 days a week) of tiered literacy instruction based upon individual needs as determined by iReady diagnostic data.	Was not implemented	\$0	\$0

## Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide and promote student reading through literacy programs (specifically Accelerated Reader) including providing site-based professional development that promotes student reading fluency and comprehension. Schoolwide focus on increasing student's reading comprehension skills and to support the Leader in Me W.I.G. (Wildly Important Goal)	Average school-wide Accelerated reading comprehension score of 85.2% Low student participation. Lack of getting books to students due to distance learning.	\$20,000	\$12,940.50

## Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Two Substitute Teachers will provide strategic interventions specifically targeting students with disabilities performing under grade level proficiency in reading in grades 1 - 5 as identified by iReady diagnostic data. iReady Diagnostic	Substitute teachers have been working with our SWD students who need additional intervention throughout distance learning and now into hybrid.	\$37,050	\$35,000

<p>data will be used to determine students requiring Tier III targeted instruction provided within the instructional day by the teachers. Each trimester, assessment data will be analyzed and groups adjusted. Target Time groups will range from skills based remediation to ELA vocabulary development.</p>			
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**Action 1.4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parents of students with disabilities in grades 1st - 5th will be provided appropriate training and resources to help their student meet ELA and behavior goals.</p> <p>Parent engagement PD and Extra Duty</p>	<p>Was not implemented</p>	<p>\$5,000</p>	<p>\$0</p>

**Evaluation (Goal 1)**

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

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

Action	Goal	Outcome	Adapt, adopt, abandon (why)
<p>Action 1.1 Was not implemented due to limits of distance learning.</p>	<p>There was no metric identified to monitor the action.</p>	<p>Was not implemented</p>	<p>Abandon because tiered literacy instruction is a standard strategy used for all students.</p>
<p>Action 1.2</p>	<p>School wide goal was</p>	<p>Average school-wide</p>	<p>Abandon because this</p>

was implemented in all classes.	30,000 AR points.	Accelerated reading comprehension score of 85.2% Low student participation. Lack of getting books to students due to distance learning.	program is not appropriate because it is available to all students.
Action 1.3 Was implemented from October 2020 to May 2021.	Decrease the number of SWD performing under grade level proficiency in reading.	<u>1st/2nd grade:</u> exited 10/24 "participating" 1st graders from Intervention. These students met their learning targets in mastering letters, sounds and CVC blending. <u>3rd-5th grade:</u> 30% of students have shown progress in Phonics, phonemic awareness, fluency	Adapt to having one additional substitute teacher as an additional intervention teacher to focus on students who are performing under grade level in phonics and phonological awareness.
Action 1.4 Was not implemented due to limitations of distance learning.	There was no metric identified to monitor the action.	Was not implemented	Adapt to parent nights/ training to increase their knowledge of phonics and vocabulary instructional strategies that can be used at home with their students to improve reading skills and comprehension.

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

Action 1.2: Average school-wide Accelerated reading comprehension score of 85.2% for 20/21 school year. In the 19/20 school year the school-wide reading comprehension score was 81%. The school average went up 4.2%.

Action 1.3: Substitute teachers have been working with our students who need additional intervention throughout distance learning and now into hybrid.

1st grade intervention substitute:

The guest teacher exited 10/24 "participating" 1st graders from Intervention. These students met their learning targets in mastering letters, sounds and CVC blending. According to iReady 1st grade ELA diagnostic scores increased from 18.9% to 30.8% during the 20/21 school year.

3rd-5th grade intervention substitute:

30% of students have shown progress in Phonics, phonemic awareness, and fluency. According to iReady ELA diagnostic scores from the BOY to EOY increased for 3rd-5th grade. 3rd grade increased from 41.7% to 47.7%. 4th grade increased from 12.3% to 24.1%. 5th grade increased from 16.9% to 24.1%.

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

Actual expenditures were \$47,940. Budgeted was \$62,050. Differences were due to parent training not happening and not complete AR program being started due to distance learning.

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 1 will be written to ensure we are addressing the needs of all student groups who are underperforming in ELA as measured by distance from standard on the CAASPP. Goal 1 of the 21/22 SPSA will be addressing the need for small group instruction focusing on phonics, phonemic awareness, and vocabulary. Teachers will be using data to address the needs of students.

In addition, there will be specific action items tied to small group reading instruction as the method for addressing the identified needs in language arts. All action items will have specific metrics identified within them.

**Goal 2 2020-21**

Math: Increase all student’s academic achievement in Math by a minimum of 10%

State and/or Local Priorities addressed by this goal:

State Priorities:

LCFF Priority 1: Basic Services (Conditions of Learning)

LCFF Priority 2: Implementation of State Standards (Conditions of Learning)

LCFF Priority 4: Student Achievement (Pupil Outcomes)

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:

Goal #1 Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners

Mathematics: 1 Group

- Students with Disabilities: 111.7 points below standard, increased 16.0 points.

**Annual Measurable Outcomes**

Expected

Actual

Increase all student's academic achievement by 10%	Based on iReady Math Diagnostic the overall percent for the BOY to EOY increased from 11.7% to 23.2%.
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**Actions / Services**

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

**Action 2.1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
30 Minute Tutoring Session (2x's weekly) will be provided to students performing below grade level proficiency in Math in grades 1st - 5th to address instructional specific needs ( number sense, problem-solving, computations,etc).	Was not implemented	\$0	\$0

**Action 2.2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with disabilities in grades 1st - 5th will be provided appropriate interventions in Math to increase problem solving strategies and computation skills to meet IEP goals and progress towards state standards.	Was not implemented	\$0	\$0

**Action 2.3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will attend targeted PD in math content to support K-5 teachers with implementation of CSS utilizing Eureka Math/ENY as a means of providing best first instruction to meet the needs of all students.	Was not implemented	\$0	\$0

## Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent professional development (parent classes) will be conducted based on a parents' needs assessment. Parents have expressed a need for strategies they can use to help their children with the Eureka Math curriculum. With a focus on learning the different ways to solve a math problem.	Was not implemented	\$5000	\$0

## Evaluation (Goal 2)

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

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

Action	Goal	Outcome	Adapt, adopt, abandon (why)
Action 2.1 Was not implemented due to limits of distance learning.	There was no metric identified to monitor the action.	Was not implemented	Abandon because no data to support after school tutoring shows progress.
Action 2.2 Was not implemented due to limits of distance learning.	Increase problem solving strategies to meet IEP goals and towards state standards.	Was not implemented	Abandon because the district is providing training to all staff.
Action 2.3 Was not implemented due to limits of distance learning.	Decrease the number of SWD performing under grade level proficiency in reading.	Was not implemented	Adapt to provide professional development for teachers to focus on the read, write, draw strategy.
Action 2.4 Was not implemented due to limitations of distance learning.	There was no metric identified to monitor the action.	Was not implemented	Adapt to parent nights/training to increase their knowledge of number and operations instructional strategies that can be used at home with their students.

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

The goal was not effective because the actions were not implemented due to school closure because of COVID 19.

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

\$5,000 was budgeted for tutoring. \$0 was spent due to the constraints of distance learning.

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 2 will be written to ensure we are addressing the needs of students with disabilities who are underperforming in Math as measured by distance from standard on the CAASPP. Goal 2 of the 21/22 SPSA will be addressing the need for additional professional development to ensure all teachers have appropriate strategies to meet the needs of SWD. In addition, there will be specific action items to offer parent nights to help parents with strategies and approaches to help their SWD to build knowledge in Numbers and Operations.

### Goal 3 2020-21

Reclassification - Students will grow by 10% on the ELPAC  
ARTEI/LTEL goal - Increase all student’s academic achievement on the ELPAC by a minimum of 10%

State and/or Local Priorities addressed by this goal:

State Priorities:

LCFF Priority 1: Basic Services (Conditions of Learning)

LCFF Priority 2: Implementation of State Standards (Conditions of Learning)

LCFF Priority 4: Student Achievement (Pupil Outcomes)

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:

Goal #1 Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

### Annual Measurable Outcomes

Expected	Actual
ELL students growth on the ELPAC by 10%	Data not available

### 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
Providing staff development training for designated and integrated ELD, academic vocabulary, ELD standards, English learner supports, Thinking Maps, and English learner components in the curriculum (Wonders/Eureka Math) to meet the needs of EL students including EL students with disabilities.	Was not implemented.	\$0	\$0

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English learners will receive thirty minutes of daily instruction in ELD to assist them in developing proficiency in English. Students grouped according to student proficiency level, taught in small groups and be part of language centers during ELD. Teachers will use the ELD standards as their guide to instruct students in language acquisition. Teachers will develop lessons to integrate ELD instruction within the instruction across content areas	Teachers met with EL students daily for 30 minutes to address needs.	\$0	\$0

### Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
30 minute tutoring (2x's week) will be provided to EL students in 1st - 5th grades that are performing below grade level in ELA to address instructional specific needs (reading fluency, vocabulary development, reading comprehension and writing). Tutoring lessons will be based on ELD standards to build speaking, listening, reading	Was not implemented	\$5,500	\$0

and writing skills.			
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### Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Books and resources will be purchased specifically for EL students to use for AR. So we can target language acquisition at an individual's ability level.	A collection of library books were purchased that were focused on Latino Heritage and Spanish language books. Raz Kids and Flocabulary (online programs) were purchased.	Books: \$10,000 Online programs: \$11,000	Books: \$10,708.06 Online programs: \$10,800

### Evaluation (Goal 3)

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

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

Action	Goal	Outcome	Adapt, adopt, abandon (why)
Action 3.1 Staff development: Was not implemented due to limits of distance learning.	There was no metric identified to monitor the action.	Was not implemented	Abandon because district is providing professional development in the area of ELD.
Action 3.2 ELL students received 30 minutes of ELD instruction daily.	Develop language acquisition and improve vocabulary and speaking skills.	All ELL students received 30 minutes of ELD each day.	Abandon because all ELD students receive this service.
Action 3.3 Tutoring: Was not implemented due to limits of distance learning.	There was no metric identified to monitor the action.	Was not implemented	Abandon due to no data to support after school tutoring shows progress.
Action 3.4 Books and Online resources.	There was no metric identified to monitor the action.	Books and resources were purchased. Due to school closure students were not able to have access to the books. Online resources were	Abandon due to lack of data.

		purchased too late in the year to have data to track.	
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Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The goal was not effective due to the fact there was no way to measure data and some were not implemented due to school closure.

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

Budgeted expenditure was 26, 500. Actual expenditures were \$21,508. The difference is that due to distance learning tutoring was not an option so that budgeted money was not spent.

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

Goal 3 will be written to ensure we are addressing the needs of ELD students who have not been reclassified according to the CAASPP There will be specific action items in the 21/22 SPSA that focuses on the reclassification of ELL students.

## Goal 4 2020-21

State and/or Local Priorities addressed by this goal:

Pupil Engagement (School Attendance) - To create a school environment that encourages student attendance through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.

State and/or Local Priorities addressed by this goal:

State Priorities:

LCFF Priority 3: Parent Involvement (Engagement)

LCFF Priority 5: Student Engagement (Engagement)

Local Priorities:

Goal #4 - Implement a positive, safe and engaging school climate through home/school/community partnerships in a student centered environment

## Annual Measurable Outcomes

Expected

Actual

An expected measurable outcome was not stated in goal.	No data available
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## Actions / Services

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

### Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff development - Leader in Me	Equity in Education professional development	\$10,000	\$5,322.85

### Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student incentives/Field Trips	Was not implemented	\$6,075	\$0

### Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Leader in Me Student Resources	Purchased Brag Tags, Student media supplies and equipment.	\$15,000	16,420.57

## Evaluation (Goal 4)

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

The goal was not effective due to the fact there was no way to measure data and some were not implemented due to school closure.

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

Budgeted expenditure was 52,583. Actual expenditures were \$21,743. The difference is that due to distance learning field trips were not an option so that budgeted money was not spent.

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

Goal 4 will be written to ensure we are addressing the needs of our chronically absent. Actions are being put into the 21/22 SPSA that will focus on student engagement and involvement.

Action	Goal	Outcome	Adapt, adopt, abandon (why)
Action 4.1 Staff development was completed	There was no metric identified to monitor the action.	Staff development happened in May 2021	Abandon because trainings are not needed.
Action 4.2 Incentives/Field Trips	Was not implemented	Due to distance learning the action was not implemented.	Abandon because not needed.
Action 4.3 Leader in Me Resources	There was no metric identified to monitor the action.	Items purchased	Abandon due to no need

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

The goal was not effective due to the fact that the staff development was held in the last month of school. Field Trips and incentives were not done because of being on distance learning. Leader in Me Resources were purchased but not used with fidelity due to being on distance learning.

## Goal 5 2020-21

State and/or Local Priorities addressed by this goal:

School Climate - Provide a safe, inclusive and welcoming learning environment that supports the culturally diverse social and emotional needs for all students by decreasing student suspension rates and office discipline referrals.

State and/or Local Priorities addressed by this goal:

State Priorities:

LCFF Priority 6: School Climate (Engagement)

LCFF Priority 8: Student Outcomes (Pupil Outcomes)

Local Priorities:

Goal #4 - Implement a positive, safe and engaging school climate through home/school/community partnerships in a student centered environment.

## Annual Measurable Outcomes

Expected

Actual

An expected measurable outcome was not stated in goal.

No data available

## 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
Implement a schoolwide discipline plan that includes restorative practices, student mentoring and alternatives to suspension. Additional Professional Development for staff as a means of supporting students and addressing adverse behaviors.	Was not implemented	\$0	\$0

### Action 5.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation year 3 - Leader in Me Program towards creating a safe, welcoming environment focused on student leadership and social emotional learning to foster a positive school environment.	Was not implemented	\$0	\$0

### Action 5.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Counselor meets with students as individuals and in small groups to address social-emotional needs. School Counselor also designs class presentations to address teacher concerns regarding whole class student interactions and behaviors.	Counselor met online for students classes	\$0	\$0

### Action 5.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Classes - Training and materials to help parents work with their children to improve academic achievement will be provided.	10 parent classes were held virtually for family involvement training	\$10,775	\$10,775

## Evaluation (Goal 5)

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

The goal was not effective due to the fact there was no way to measure data and some were not implemented due to school closure.

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

Budgeted expenditure was \$10,775. Actual expenditures were \$10,775. There was no difference.

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 4 will be written to ensure we are addressing the needs of students who have been suspended. We will focus on restorative practices to ensure that our students have the vocabulary and time to discuss their actions and feelings.

<b>Action</b>	<b>Goal</b>	<b>Outcome</b>	<b>Adapt, adopt, abandon (why)</b>
Action 5.1 School wide implementation of discipline plan	There was no metric identified to monitor the action.	Was not implemented	Abandon because other strategies are being developed to improve discipline.
Action 5.2 Implementation of year 3 LIM	created action teams	12 action teams that were developed and ran for student success	Abandon due to not an appropriate goal
Action 5.3 Counselor small and class groups	Counselor to meet with students when needed	Counselor met with students individually and in class virtually.	Abandon due to not an appropriate goal.
Action 5.4 Parent classes	Invite parents to parent engagement and involvement classes.	7 parents attended all parent classes.	Adapt to continue the growth of parent involvement at Estudillo.

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

The goal was partially effective due to the fact while on distance learning we were unable to develop a discipline plan. Year 3 of LIM action team implementation was successful. 12 action teams were developed and maintained.. Parent engagement classes were not well attended. However, the parents who attended reported to receive useful and positive information.

# 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

ELA

SWD are performing 126.1 points below standard, Hispanic students are performing 41.7 points below standard, Socioeconomically disadvantaged students are performing 47.4 points below standard, White students are performing 40.6 points below standard, all subgroups will decrease by 3 points as measured by the California Dashboard.

## 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:

The implementation of Guided Reading practices to support students in applying their skills in content with a focus on phonological awareness and vocabulary. Students also need more targeted instruction with small group instruction based on iReady data.

On the iReady data, only 35.8% of our students are performing at grade level or above. The lowest areas of performance for the identified student groups are in the areas of phonemic awareness and vocabulary which shows the need for this targeted instruction.

**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	2018-19	2019-20	2020-21
<b>ELA</b>				
iReady SWD-vocabulary	17/83 scored at or above their grade level 20.5%	No data	7.8%	20.5%
iReady Hispanic--vocabulary	139/485 scored at or above their grade level	No data	28.4%	28.7%

	28.7%			
iReady SED-vocabulary		No data	28.3%	28.5%
iReady White--vocabulary	33/71 scored at or above their grade level 46.5%	No data	43.2%	46.5%

## 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	CORE - Online Reading Elementary Academy. Provide professional development by 12-1-21 for 9 staff members in order to support vocabulary and phonological awareness strategies and support our guided reading goal as measured by the completion of the seven module asynchronous course. Progress monitoring: All subgroups will increase from BOY to EOY on running record data and on iReady vocab and phonological awareness from BOY to MOY.
Person(s) Responsible	Admin, Office manager
Task(s) Timelines	CORE - Online Reading Elem. Academy - 7 virtual sessions and 3 planning days. Training dates: September 16th - November 24th, 2021  -CORE Academy registration fee for lead teachers and admin 9 attendees x \$600 = \$5,400 Substitute costs: -6 substitutes for a total of 10 days. 6 teachers x 10 days = \$9,000
Budget and Source	\$ 14,400 - 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.

SWD, Hispanic, White, and SED	Schoolwide
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#### Action 1.2

Action/Service	iReady trainer consultant for professional development with teachers - 4 days. Professional development for reporting and analyzing data, creating and setting goals using iReady data. Training staff in the teacher tool box to review resources to ensure knowledge of standards mastery and oral reading fluency for all targeted subgroups. PD will take place after the BOY diagnostic and the MOY diagnostic.  Progress monitoring: Students will have increased vocabulary and phonological awareness scores within iReady from BOY to EOY for the Students with Disabilities, Socially Economically Disadvantaged, White, and Hispanic student groups.
Person(s) Responsible	Admin, office manager
Task(s) Timelines	iReady - ½ day Teacher coaching - 4 times a year (2 in Fall, 2 in Spring) iReady contract - \$1,500 each = \$6,000 total for 21-22 15 substitute teachers to release teachers to attend PD x's 4 days. 15 substitutes x 4 days = \$9,000
Budget and Source	\$15,000 (\$6,000 - consultant, \$9,000 - substitutes) - 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.

SWD, Hispanic, White, and SED	Schoolwide
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**Action 1.3**

Action/Service	District TOSA, site intervention teachers, and admin will develop classes for parent training to work with parents to build understanding of foundational reading elements, such as phonics, phonemic awareness, vocab, fluency, and comprehension. Progress monitoring will include reviewing SWD's iReady and running records to track improvement. Child care provided
Person(s) Responsible	Admin, office manager
Task(s) Timelines	Hourly pay for after school staff. Certificated extra duty for family nights: 6 hours x 3 teachers = \$810 Classified extra duty for family nights: 6 hours x 2 classified = \$300
Budget and Source	\$1,100 - Title I - 3010

**Students to be Served:**

**Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English

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

Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

SWD, Hispanic, White, and SED	Schoolwide
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### Action 1.4

Action/Service	Provide professional development for all teachers supported by Corwin ELA coaches in order to establish guided reading practices focusing on phonemic awareness and vocabulary in all grade levels. Progress monitoring: Teachers will progress monitor through running records six times per year and iReady scores. SWD's, Hispanic, White, and SED will increase in phonemic awareness and vocabulary on running records from BOY to EOY and on iReady scores from BOY to EOY.
Person(s) Responsible	Admin, office manager
Task(s) Timelines	K-5 Corwin- Teacher Coaching in the area of Guiding Reading- 4 times per year (Fall-2 days, Spring-2 days) Half day coaching opportunities 15 substitute teachers to release teachers to attend ½ day PD's x's 4 days. 15 substitutes x 4 days = \$9,000 Corwin Contract - \$5,000 each = \$20,000 total for 21-22 August 2021 - June 2022
Budget and Source	\$29,000- 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.

SWD, Hispanic, White, and SED	Schoolwide
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### Action 1.5

Action/Service	An additional intervention teacher will provide strategic reading interventions specifically targeting SWD performing under grade level proficiency in phonological awareness and phonics in grades 1-5 as identified by the CORE phonics screener and iReady BOY diagnostic data. CORE Phonics screener and iReady diagnostic data will be used to determine students requiring Tier III targeted reading instruction (sound fluency, decoding, and blending) provided within the instructional day by the guest teacher. Progress monitoring: At the end of each trimester data from running records and iReady diagnostic assessments will be analyzed for growth in SWD
Person(s) Responsible	Admin, office manager

Task(s) Timelines	1 substitute teacher x 180 days = \$28,800 August 2021 - June 2022
Budget and Source	\$28,000- 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.

SWD, Hispanic, White, and SED	Schoolwide
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**Goal 2 2021-22**

Math  
SWD are performing 111.7 points below standard in math on the CAASPP, they will decrease 5 points as measured by the California Dashboard.

**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:**

Focus on understanding the standards in Numbers and Operations and how to use standard-based data to drive instruction. Professional developments and trainings to increase achievement in the standard area of numbers and operations for SWD based on data from iReady and CAASPP. iReady EOY shows that only 19 out of 85 (22.4%) SWD students score at or above their grade level.

**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
<b>Math</b>				
iReady- Numbers and Operations -SWD	13/81 scored at or above their grade level 16%	no data	11.1%	13/81 16%

## 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 professional development for teachers on Read, Draw, Write and math fluency practice. Explain strategic instructional choices around Read, Draw, Write and fluency practice. Teachers will work with math TOSA 1 time during the school day during the first trimester and 2 times for 2 hours each after the school day. Progress monitoring: SWD will demonstrate growth on the iReady math diagnostic in numbers and operations from BOY to EOY.
Person(s) Responsible	Admin, office manager
Task(s) Timelines	Substitutes - 15 x \$150 x 1 day = \$2,250 Extra duty: 4 hours x 2 times per year x 35 teachers = \$12,600
Budget and Source	\$14,850 - 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.

SWD	Schoolwide
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#### Action 2.2

Action/Service	Lesson Study Grade Level Cohort - Lesson study program in which the cohort (3rd grade team) will plan, observe, debrief, and discuss effective instructional strategies and formative assessment to increase student success with the process standards (standards for mathematical practice) to improve number sense through the Number and Operations Domain.  The cohort will focus on their SWD data to ensure they are developing effective goals to show progress in Numbers and Operations from the BOY to the EOY on iReady.
Person(s) Responsible	Admin, office manager
Task(s) Timelines	4 ½ days for Collaboration time for a cohort of teachers. 5 teachers x \$150 x 4 days = \$3,000

	5 teachers x \$75 x 4 - ½ days = \$375 August 2020 - December 2020
Budget and Source	\$3,375 - 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.

SWD	Schoolwide
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**Action 2.3**

Action/Service	Offer 4 family nights for parents of SWD’s to increase their knowledge of strategies and approaches to helping their students build understanding in numbers and operations. Working in a partnership with the parents to help them have awareness of contemporary practices and approaches to teaching math.  Progress monitoring will include reviewing SWD’s iReady data for those with parents who attended to track improvement. Child care provided
Person(s) Responsible	Admin, Office manager, Liaison
Task(s) Timelines	Hourly pay for after school staff. Certificated extra duty for family nights: 6 hours x 3 teachers = \$810 Classified extra duty for family nights: 6 hours x 2 classified = \$300
Budget and Source	\$1,110 - 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.

SWD	School wide
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**Goal 3 2021-22**

Chronic Absenteeism:  
American Indian, African American, SWD, EL’s, SED, and two or more races are reported as chronically absent. All sub groups will decrease by 5% as reported on the California Dashboard.

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

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

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

**Identified Need:**

The school site needs to build parent engagement and increase engagement for identified students.

**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 <b>Chronic Absenteeism</b>	Baseline	2018-19 Dashboard	2019-20 Schoolzilla	2020-21 Schoolzilla
Schoolzilla - American Indian	18/51 students are chronically absent 35.3%	26.7%	18%	35.3%
Schoolzilla - -African American	24/67 students are chronically absent 35.8%	22.2%	21%	35.8%
Schoolzilla - -SWD	31/102 students are chronically absent 30.4%	19.5%	21.5%	30.4%
Schoolzilla - -ELL	34/181 students are chronically absent 18.8%	10.4%	5.9%	18.8%
Schoolzilla - -Socioeconomically Disadvantaged	students are chronically absent	13.1%	--	--

**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 parent workshops centered around understanding the school system and understanding the role of attendance. Project 2INSPIRE is a research-based collaborative project that uses a school-based systemic approach to build capacity
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	of schools and districts in establishing a Family-School-Community Leadership Program that involves all stakeholders--families, community-based organizations, teachers, administrators, and other school staff. The 12 week program provides parents of ELL's and SWD's, teachers, community liaisons, and principals the tools they need to work together as partners to improve schools and support the education of their children. Progress monitoring will include reviewing the attendees and the impact on their student's attendance.
Person(s) Responsible	Admin, office manager, Parent Liaison
Task(s) Timelines	CABE Project 2-Inspire Program: \$5,000 Classified staff extra duty: 4 classified x 1.5 hours x 12 days = \$1,224.00 August 2021-May 2022
Budget and Source	\$6,224 - 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.

AI, AA, SWD, ELL, SED	School wide
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**Action 3.2**

Action/Service	Provide Kagan Engagement workshops for certificated teachers to attend and learn positive engagement strategies for SWD's, African Americans, and American Indians that will increase attendance, academic achievement, positive classroom environment, and build relationships between students and teacher. Progress monitoring: Each trimester track data through Schoolzilla for SWD's, AA, and AI students in the attendees' classrooms.
Person(s) Responsible	Admin, office manager
Task(s) Timelines	Kagan Cooperative Learning Conference: 6 teachers x \$297 = 1,782 Substitutes: 6 teachers x 1 day = \$900
Budget and Source	\$2,682 - 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.

AI, AA, SWD, ELL, SED	School wide
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## Goal 4 2021-22

Reduce disproportionality of suspensions among American Indian, Two or more races, Students with Disabilities, African Americans, EL's and White students by 2% as reported on the California Dashboard.

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

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

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

### Identified Need:

Focus on providing trainings that will teach our students how to regulate their emotions and communicate in an effective way.

**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 <b>Suspension Rate</b>	Baseline 19/20 Schoolzilla	2018-19 Schoolzilla	2019-20 Schoolzilla	2020-21 Schoolzilla
Schoolzilla -American Indian	2/50 were suspended at least once 4%	4/57 7%	2/50 4%	0/51 0%
Schoolzilla -Two or more races	2/35 were suspended at least once 5.7%	1/33 3%	2/35 5.7%	0/20 0%
Schoolzilla -SWD	6/107 were suspended at least once 5.6%	9/94 9.6%	6/107 5.6%	0/102 0%
Schoolzilla -African American	8/81 were suspended at least once 9.9%	4/73 5.5%	8/81 9.9%	0/67 0%
Schoolzilla -ELL	1/186 were suspended at least once 0.5%	7/123 5.7%	1/186 0.5%	0/181 0%
Schoolzilla -White	3/97 were suspended at least once 3.1%	5/80 6.3%	3/97 3.1%	0/84 0%

## 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 training for 2 certificated and 2 classified staff members on The Zones of Regulation. The Zone of Regulation training gives knowledge on the nature of regulation and strategies for improving regulation abilities and emotional control in individuals. Trained individuals will teach the strategies of ZoR to students when needed. Progress monitoring: Track suspension data quarterly for all subgroups that were in orange or red on the dashboard.
Person(s) Responsible	Admin, office manager
Task(s) Timelines	The Zones of Regulation training 4 x \$190 = \$760 Classified substitutes 2 x \$20 = \$200 Classified extra duty (in order to attend full training) 2 hours x 2 classified x \$20 = \$80
Budget and Source	\$1,014 - 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.

AA, AI, SWD, EL, White, Two or more races	School wide
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#### Action 4.2

Action/Service	Provide staff time to plan and implement restorative circles. Progress monitoring: Suspension rate of American Indian and African American students will decrease from BOY to EOY as reported on Schoolzilla and CA Dashboard.
Person(s) Responsible	Admin, office manager
Task(s) Timelines	Extra duty for teachers: 6 hours x 7 teachers = \$1,890.00 Extra duty for classified: 6 hours x 3 staff = \$306.00
Budget and Source	\$2,196 - 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.

AA, AI, SWD, EL, White, Two or more races	School wide
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## 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:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>1</sup>	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
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:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup>	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
PBIS TOSAS	August - June	\$236,758.28		Title I - 3010
Cares Solace	August - June	\$23,136		Title I - 3010

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to school, e.g. English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

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

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

- *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

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

## California Dashboard Indicators

Academic Performance  
Chronic Absenteeism  
College/Career Readiness  
English Learner Progress  
Graduation Rate  
Suspension Rate

## APPENDIX D: GUIDING QUESTIONS

### Guiding Questions: Annual Evaluation

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

### Guiding Questions: Stakeholder Engagement

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

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

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

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

## Programs Included in this Plan

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

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

Select from:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$124,034	Yes
Title I, Part A: Parental Involvement	\$2,220	Yes

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Subtotal amount of federal categorical funds allocated to this school.	\$126,254	

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

<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.).		
<b>Program (from above)</b>	<b>Allocation</b>	<b>Is it consolidated in the SWP?</b>
No 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:	\$126,254
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## Recommendations and Assurances

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

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

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

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: 6/2/2021

Attested:

*Keri Thomas*  
 Typed name of School Principal  
*Bertha Lopez*  
 Typed name of SSC Chairperson

*[Signature]*  
 Signature of School Principal  
*[Signature]*  
 Signature of SSC Chairperson

*6-9-21*  
 Date  
*6-9-21*  
 Date

## ***School Site Council Membership***

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>4</sup> The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Keri Thomas	X				
Laura Anaya			X		
Nicole Mcmanaman		X			
Bertha Lopez				X	
Rosa Gutierrez				X	
Jazzman Chavez				X	
Angela Sanchez				X	
Jennifer Tolliver			X		
Shelly Ruiz			X		
Monica Silva				X	
Number of members in each category	1	1	3	5	

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<sup>4</sup> EC Section 52852

## Addendum

### **The SPSA Template**

This SPSA template was adapted from the CDE [SPSA Template](#), and the SBE-approved [LCAP Template](#), and designed to meet the content requirements of *California Education Code* for a School Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.<sup>5</sup> Accordingly, the plan must:

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

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

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

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

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

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

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<sup>5</sup> See “Programs Included in this Plan.” For information on programs in which your school participates, consult your district office.

Student Achievement” presentation<sup>6</sup>, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

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

### **School Plan for Student Achievement Annual Evaluation**

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

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

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

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

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

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<sup>6</sup> <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](mailto:LCFF@cde.ca.gov).

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

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

### **Purpose and Description**

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

#### **Purpose**

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

#### **Description**

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

### **Plan Summary**

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

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

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

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

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

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

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

### **Instructions**

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

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

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

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

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

### **Resource Inequities**

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

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

### **Budget Summary**

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

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

### **Budget Summary**

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

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

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

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

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

**Schools MUST include information regarding actions and/or services funded by ConApp allocations.**

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

## **Annual Evaluation and Needs Assessment**

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

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

### ***Annual Measurable Outcomes***

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

### ***Actions/Services***

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

### ***Analysis***

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

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?

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

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

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

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

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

### **Goal**

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

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

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

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

### ***Identified Need***

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

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

### ***Expected Annual Measurable Outcomes***

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

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

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

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

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

### **Planned Actions/Services**

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

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

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

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

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

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

#### **Scope of Service**

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

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

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

### **Actions/Services**

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

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

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

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

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

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

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

### **Budgeted Expenditures**

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

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

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

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

## **Appendix A: Plan Requirements**

### **Schoolwide Program Requirements**

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

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

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

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance

- against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
    - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
    - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
    - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
    - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
    - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

***Requirements for the Plan***

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. use methods and instructional strategies that:
        - i. strengthen the academic program in the school,
        - ii. increase the amount and quality of learning time, and
        - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        - i. strategies to improve students' skills outside the academic subject areas;
        - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

- iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
  - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
  - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

## **Appendix B:**

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

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

#### **Comprehensive Support and Improvement**

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

The CSI plan shall:

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