

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
Juan Bautista De Anza Elementary School Lauren Armijo larmijo@sanjacinto.k12.ca.us	33 67249 6106884	May 26, 2021	June 15, 2021

Purpose and Description

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

The purpose of the school plan is to inform stakeholders of the strategies, actions, and services necessary to address the Schoolwide Program in order to improve academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State’s academic standards.

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

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

2021-2022 Plan Summary

The Story

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

De Anza Elementary is one of thirteen public schools within the San Jacinto Unified School District serving the San Jacinto community. Our enrollment is around 669 students. Our vision is “Empowering each student to achieve his/her dreams”.

The student community includes: 1.2% Native American, 7.3% Black, 72.3% Hispanic, 5.7% Multiple Races, 11.4% White, 16.7 % Students with Disabilities, 1.3% Foster Youth, and 1.9% Homeless. 84.6% qualify for

free and reduced lunches.

Our regular school day begins at 8:45 AM including 1,550 minutes of instruction for 1st through 5th grade and 1,340 minutes for Kindergarten students. During Distance Learning, we have been following mandated minutes found in SB 98. Kindergarten students received 180 minutes per day, 1st through 3rd grades received 230 minutes per day, and 4th and 5th grades received 240 minutes per day. In addition, all English Learners received an additional 30 minutes of English Language Development.

Juan Bautista De Anza Elementary aligns practices under the Multi-Tiered System of Support (MTSS) framework to service the whole child as noted in the district Local Control Accountability Plan (LCAP). Integrating social and emotional learning, behavior support, and academic support in a comprehensive model will help to address the gaps in learning faced by our most vulnerable populations. Continuing to collaborate through a Professional Learning Community model refines our practices targeting struggling students.

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

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

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

SPSA Highlights

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

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

Our plan focuses on the following areas:

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

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

children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

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

- *Learning is our Fundamental Purpose*
Our fundamental purpose is to help all learners demonstrate high levels of learning by working collaboratively to clarify what learners must master, monitor learning, and provide systematic intervention and enrichment.
- *Building a Collaborative Culture of High Performing Teams*
We are committed to working together to achieve our collective purpose of learning for all learners and educators. We cultivate a collaborative culture through the development of high performing teams.
- *Focus on Results*
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

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

Needs Assessment -- Review of Performance

Greatest Progress

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

Yellow , Green, or Blue Growth English Language Arts Dashboard

ELA Dashboard:

All Students scored 29.2 points below standard, declined 8.1 points

	Score	Change from Previous Year	State Dashboard Color
2017-18	21.1 points below standard	Increased 3.6 points	Yellow
2018-19	29.2 points below standard	Declined 8.1 points	Orange
2019-20	No data due to school closures	No data due to school closures	No data due to school closures

No student groups scored in the yellow, green or blue categories in ELA in 2019. English Learners, Hispanic, and White students scored in yellow in 2018, but declined the 2019 school year.

iReady ELA Middle of the Year:

The following percentages of the identified groups demonstrated increases in proficiency:

Student Group	2019-2020	2020-2021
Overall	33%	33.6%
American Indian	0%	16.7%
Black	22%	37.2%
Multiple	46.4%	51.7%
English Language Learner	15.7%	22%
Students with Disabilities	9.9%	20%

These identified student groups showed increases in iReady overall achievement; however the district goal is at 33% which only our Black and Multiple student groups met.

Mathematics Dashboard

	Score	Change from Previous Year	State Dashboard Color
2017-18	34.2 points below standard	Increased 9.5 points	Yellow
2018-19	44.9 points below standard	Declined 10.7 points	Orange

In 2018-19, no student groups scored in the yellow, green or blue categories in Math. However, in 2017-18, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups all scored in yellow.

iReady Math Middle of the Year Assessment

The following percentages of the identified groups demonstrated increases in proficiency:

Student Group	2019-2020	2020-2021
Overall	21%	24.1%
American Indian	10%	16.7%
Black	12.3%	15.9%
Filipino	0%	25%
Hispanic/Latino	19.3%	22.5%
Multiple	25%	34.5%
White	34.3%	35.7%
English Language Learner	8%	19.7%

Students with Disabilities	3.3%	18.7%
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These identified student groups showed increases in iReady overall achievement; however the district goal is at 33% which only our Multiple and White student groups met.

English Learner Progress

	2018-19	2019-20	2020-21
All EL students making progress towards English Language Proficiency	40.9%	No data due to school closures	Assessments currently being administered.
ELs who progressed at least one ELPI level	40%		
ELs who maintained ELPI level 4	0.8%		

At this time, we do not have data to determine if our interventions for English Learners created growth for this student group. Data will be analyzed as soon as it is received from the state. To continue to address the needs, we will have tutoring for our English Learners and establish an English Learner MTSS team.

Chronic Absenteeism: Overall on Dashboard

	2018-19	2019-20	2020-21
All students	8.9%	10.3% (local data)	18.3% (local data)

In 2019, we scored in the green on the CA dashboard for Chronic Absenteeism. However, our local data shows an increase in chronic absenteeism during the 2019-20 and 2020-21 school years. Distance learning has caused an increase in chronic absenteeism. We will implement parent workshops and enrichment activities to decrease chronic absenteeism.

Average Daily Attendance:

	2018-19	2019-20	2020-21
Attendance Rate	95.2%	96.5%	94.6%

Our average daily attendance rate demonstrated an increase between 2018-19 and 2019-20; however, we have seen a decrease in attendance during 2020-21 due to distance learning. Through providing attendance incentives and having House Fridays, we saw the increase between the two years. We will implement parent workshops and enrichment activities to increase attendance.

Suspension Rate:

	2018-19	2019-20	2020-21
Overall	1.7%	0.8%	0%

English Learners	0.5%	0%	0%
White	0.7%	0.9%	0%

In 2018-19, our English Learners and White students scored in the green for suspension rates. The English Learner suspension rate decreased to 0% over the past 2 years; however our White student group increased during the 2019-20 school year. Through implementing PBIS Tier 1, 2, and 3 supports, we have been able to decrease our overall suspension rates. We will continue to strengthen PBIS and also focus on Restorative Practices as a tool to support our specific student groups. We will also educate parents through parent workshops and increase staffing during unstructured play time.

Summary

We have not seen a growth in our academic scores yet, so our SPSA goals and actions will be adapted to ensure monitoring and growth for the identified student groups. We did see a decrease in our suspension rates for all subgroups due to the school closure and extra supervision. It is unknown if the previous SPSA actions contributed to the decrease in suspensions or if it was due to school closures and then reopening in hybrid.

Greatest Needs

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

ELA Dashboard:

	Score	Change from Previous Year	State Dashboard Color
2017-18	22.3 points below standard	Increased 3.6 points	Yellow
2018-19	29.2 points below standard	Declined 8.1 points	Orange
2019-20	No data due to school closures	No data due to school closures	No data due to school closures

The following subgroups scored in red or orange on the dashboard:

	2017-18	2018-19	2019-20
English Learners	18.4 points below standard	22.1 points below standard	No data due to school closures
Hispanic	24.2 points below standard	26 points below standard	
Socioeconomically Disadvantaged	25.4 points below standard	30.6 points below standard	

White	10 points below standard	21.8 points below standard	
Students with Disabilities	98.8 points below standard	102.5 points below standard	

Based on the Dashboard data, our student groups need targeted instruction in the area of reading. In order to increase achievement, a specific focus on small group reading instruction to better target the identified needs of the students. We will particularly focus on vocabulary and reading comprehension for informational text as those were the identified needs within iReady through completing running records, consulting with coaches, and providing training in UDL for vocabulary..

iReady ELA Middle of the Year Assessment Data

Students scoring in Tier 2 (One grade level below) or Tier 3 (Two or more grade levels below): The following percentages of students in each identified student group demonstrated a decrease in proficiency as demonstrated in the increase of scores in the intervention categories..

Student Group	2019-2020	2020-2021
Overall	67%	66.3%
Asian	50%	75%
Filipino	66.6%	75%
Hispanic/Latino	67.7%	68.9%
Pacific Islander	100%	100%
White	55.6%	57.2%

The iReady ELA data for these student groups have demonstrated a reduction in proficiency. Our Hispanic students show a need for targeted support with vocabulary and our White students show an area of need in the reading comprehension of informational text.

Mathematics Dashboard

	Score	Change from Previous Year	State Dashboard Color
2017-18	34.2 points below standard	Increased 9.5 points	Yellow
2018-19	44.9 points below standard	Declined 10.7 points	Orange

The following data is from the Mathematics Dashboard by student groups.

	2017-18	2018-19	2019-20
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English Learners	32.6 points below standard	43.4 points below standard	No data due to school closures
Hispanic	34.5 points below standard	42.5 points below standard	
Socioeconomically Disadvantaged	36.8 points below standard	47.5 points below standard	
White	27.9 points below standard	35 points below standard	
Students with Disabilities	74.5 points below standard	117.3 points below standard	

Based on Dashboard Data for these subgroups have demonstrated an increase in points below standard which is equivalent to a decrease in proficiency. All of our student groups increased in points, but our Students with Disabilities showed the greatest increase in points below standard. All student groups show a targeted need in math based on CAASPP data in the area of Concepts and Procedures. To strengthen student achievement in math, we will conduct teacher training in iReady and the curriculum. We will also provide PLC time for grade levels to work with the Math TOSA for planning and learning walks. Finally, we will purchase the Dreambox intervention math program to support students in the standards.

iReady Math Middle of the Year Assessment Data

Students scoring in Tier 2 (One grade level below) or Tier 3 (Two or more grade levels below): The following percentages of students in each identified student group demonstrated a decrease in proficiency as demonstrated in the increase of scores in the intervention categories..

Student Group	2019-2020	2020-2021
Overall	79.1%	75.8%
Asian	75%	80%
Pacific Islander	100%	100%

The iReady Math data for these student groups have demonstrated a reduction in proficiency. Both student groups show a targeted need in Geometry based on the iReady data.

English Learner Progress (ELPAC, CFA)

	2018-19	2019-20	2020-21
All EL students making progress towards English Language Proficiency	40.9%	No data due to school closures	Assessments currently being administered.
ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H	32.1%		
ELs who decreased at least one ELPI level	26.9%		

We do not have current ELPAC data due to school closures in March of 2020. Assessments for the 2020-2021 academic school year are currently being administered. To continue to address the needs, we will have tutoring for our English Learners. We will also establish an EL MTSS team who will collaborate and use LAS assessment data to determine instructional material to use in ELD instruction.

Chronic Absenteeism

	2018-19 (Dashboard)	2019-20 (Local Data)	2020-21 (Local Data)
Overall	10.5%	8.9%	14.6%
White	11.3%	6.3%	11.3%
Hispanic	10.6%	5.9%	18.7%
Multiple	9.7%	9.1%	16.7%
Black	14.1%	7.6%	25%
English Learners	7.1%	5.6%	15.8%
Students with Disabilities	8.7%	7.5%	27%

Based on Local Data, our overall Chronic Absenteeism increased. We saw an even higher increase with our Students with Disabilities. It could be suspected that the reason behind the increase is due to Distance Learning. Moving forward, we would like to educate parents through workshops on the importance of student attendance. We would also like to continue incorporating House Friday Activities as we have a high number of absences on Fridays. To decrease chronic absenteeism, we will hold parent workshops to educate parents and provide enrichment activities for the students to build engagement.

Suspension Rate:

	2018-19 (Dashboard)	2019-20 (Local Data)	2020-21 (Local Data)
Overall	1.7%	0.8%	0%
Hispanic	1.3%	0.3%	0%
Socioeconomically Disadvantaged	1.6%	unknown	0%
Students with Disabilities	2.8%	4.5%	0%
African American	7.8%	4.5%	0%

Based on Local Data, De Anza Elementary saw an overall decline in Suspension rates. The reason for this could be due to school closures in March of 2020. Moving forward, we would like to continue incorporating

Positive Behavioral Interventions and Supports and Restorative Practices to support our students. We will also hold parent workshops and increase our staffing during unstructured play times since that is when the incidents leading to suspension are mostly occurring.

Summary

De Anza Elementary saw declines in proficiency of all students and all student groups in both ELA and Math as measured by the CAASPP. We saw the biggest declines in ELA within our White students and Students with Disabilities. To address the decline in ELA, we will have a strong focus on small group reading instruction.

In math, we saw a significant drop with our Students with Disabilities. Our Students with Disabilities scored within the red category in both ELA and Math while all other student groups scored within the orange category. On the local assessment iReady, our Students with Disabilities also have the highest percentage of students within the Tier 2 and Tier 3 ranges for both math and ELA. All other student groups also have a higher percentage of students performing in the Tier 2 and 3 range than in the Tier 1 range. For math, we will focus on using standard-based data to drive instruction and additional intervention resources are needed to increase math achievement.

Our English Learner progress was in the low category with 40.9% of students making growth of one level or more. We also had over 26% of English Learners decrease in their scores. To address the concern, extra support in language proficiency is needed for our English Learners based on our ELPAC data. Also, the teachers need more training and collaboration in using the ELD standards and data to plan instruction to meet the identified needs of the English Learners in all grade levels. Teachers will review the LAS data and materials and to plan instructional strategies in the areas of reading and writing identified within the data as deficits. Also, tutoring focusing on reading and writing instruction utilizing ELPAC released materials will be provided to our ARTEL and LEL students to increase reclassification as identified in Goal 3.

In Chronic Absenteeism, our only student group who scored in the orange category was our White students. However, we have seen an increase in all student groups during school closures. To address this concern, we will be holding parent workshops from the CAFE Project 2 Inspire program and increase engagement opportunities for the students at the school site.

Finally, in regards to suspensions, overall we had a 0.8% increase from the previous year with increases for the students identified as Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and African American. We have seen a decrease in suspensions this year due to the school closure. To address the suspension concern, we will be holding parent workshops training them in students' social/emotional needs and adding supervision to implement structured recess and engagement activities during unstructured play times because the suspension all occurred during unstructured play time.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps? *Do not include issues beyond our control (parents are not formally educated or students arrive to school unprepared).*

Problem Statements:

ELA:

SWD performed 102.5 points below standard on the ELA portion of the CAASPP.

English Learners performed 22.1 points below standard on the ELA portion of the CAASPP.

Hispanic students performed 26 points below standard on the ELA portion of the CAASPP.

White students performed 21.8 points below standard on the ELA portion of the CAASPP.

Socioeconomically disadvantaged students performed 30.6 points below standard on the ELA portion of the CAASPP.

Math:

English Language Learners performed 43.4 points below standard in math on the CAASPP.
Students with Disabilities performed 117.3 points below standard in math on the CAASPP.
Hispanic students performed 42.5 points below standard in math on the CAASPP.
White students performed 35 points below standard in math on the CAASPP.
Socioeconomically disadvantaged students performed 47.5 points below standard in math on the CAASPP.

English Learners:

59% of our English Learners either maintained or decreased in levels on the ELPAC in 2018-19. In addition, English Learners are demonstrating less growth in ELA and iReady progress monitoring than All Students.

Attendance:

All student groups have seen a large increase in chronic absenteeism based on local data during the 2020-21 school year. However, prior to school closure the White student group was in the orange category on the CA Dashboard for chronic absenteeism with a rate of 11.3%.

Suspensions:

Our African American student group and Students with Disabilities were disproportionately suspended during the 2018-19 school year. Students with Disabilities had a suspension rate of 2.8% placing them in the orange tier. African American students had a suspension rate of 7.8% placing them in the red tier.

Resource Inequities

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

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

The team discovered that not all of our student groups who were underperforming had targeted actions/services addressing their academic needs in ELA. Only Students with Disabilities were identified within the action steps. Further analysis of iReady data shows areas of need in vocabulary and reading comprehension in informational text. We will address this need with small group Guided Reading instruction.

The team discovered there is a need for a focus in math for all student groups. Previously, there were no specific actions or goals aligned to increasing math proficiency. Further analysis of iReady data shows areas of need in geometry. We will address this need with a focus on standards-based data to drive instruction and additional intervention resources.

The team realized that due to Covid-19, many of the action items related to increasing ELL proficiency were not implemented and that is a high need. To address the concern, extra support in language proficiency is needed for our English Learners. Also, the teachers need more training and collaboration in using the ELD standards and data to plan instruction to meet the identified needs of the English Learners in all grade levels.

No specific action items or goals were developed to decrease chronic absenteeism for identified groups within the Dashboard or local data. To address this concern, we will be holding parent workshops and increasing the engagement opportunities for the students.

Although our suspension data has decreased due to school closures, it is unknown if the previous action steps were effective because they were not able to be implemented with the students attending school in person. To address the suspension concern, we will be holding parent workshops and adding supervision to implement structured recess and engagement activities during unstructured play times.

Some of the previous actions from the 2020-21 SPSA did not have measurable outcomes with specific goals to monitor the effectiveness of the actions. These will be modified to ensure measurable outcomes for each action item.

Needs Assessment -- Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

SSC meeting dates:

10/8/20
10/19/20
12/3/20
2/25/21
3/30/21
5/26/21

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

English Language Advisory Council (ELAC) meetings

10/29/20
12/17/21
04/15/21
5/18/21

Parent/Teacher meetings

11/9/20-11/13/20
3/8/21-3/12/21

Coffee with the Principal:

09/24/20
11/19/20
01/14/21
03/01/21
04/29/21
05/20/21

Impact on the SPSA and the Annual Evaluation

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

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

The following SPSA revisions were recommended by the District:

- Ensure alignment throughout the SPSA to provide targeted support to student groups based on dashboard data.
- Ensure the action steps are clearly monitored with implementation and progress monitoring data.

The SSC evaluated the effectiveness and needs of the students to determine a strong focus needed to remain on the improvement in academic achievement in ELA and Math for the identified student groups. They also determined there needs to continue to be a focus on our English Learner students. Finally, they agreed a focus needs to continue to be on a positive school culture, improving attendance, and increasing parent involvement. The strategies used to accomplish these goals need to be refined and monitored. The parent advisories as well as a parent survey identified both CAFE Project-2-Inspire and NAMI Family-to-Family as the top choices in parent classes. They also advised us that more structured activities needed to be developed for unsupervised play times.

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:	\$ 108,466
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:	\$ 108,466

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.

Annual Evaluation and Needs Assessment for Juan Bautista De Anza 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

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

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

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

Local Priorities: Goal 1

Annual Measurable Outcomes

Expected	Actual
CAASPP--SWD--increase 6%	Unable to be measured due to no data from CAASPP due to school closures.
Running Records--increase by 1 level or more.	Data not collected yet.
iReady Reading--increase by 6%	Increased by 10.1% from MOY 2019-20 to MOY 2020-21

Actions / Services

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

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Special Education teachers training on curriculum	Teachers were provided support through our district TOSA's. The Special Education teachers were provided training for 1 day on utilizing intervention materials within Wonders. Due to changes in schedule from distance learning to hybrid, the teachers decided not to be out of the classroom full days. Instead, support continued before or after school in addition to in-class support.	\$4,127.00	\$435.00

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase RAZ-Kids to promote literacy and reading comprehension	27 licenses were purchased with the funds and RAZ-Kids has been used since the end of January 2021.	\$4,988.25	\$4,988.25

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Professional Development for teachers in best instructional practices	Professional Development in Teacher Clarity was provided by the district. This action was not implemented due to it not being a core training.	\$5,856.00	\$0

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extra intervention support for low performing students	Recruitment for a guest teacher was not successful due to the shortage of substitutes. This action was not fulfilled.	\$18,480	\$0

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teacher release time to review data around essential standards	Each teacher was provided up to 9 hours of extra duty to review iReady MOY data and grade level common formative assessment data. The following is the number of hours used by each grade level: K- 15 1st- 48 2nd- 22 3rd- 42	\$8,910.00	\$4,365.00

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Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase GoFormative for teachers to develop progress monitoring assessments	Due to timelines and the purchasing process, Go Formative is still in the process of being purchased for the site and has not been utilized at this time.	\$6,000.00	\$5,518.00

Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Parent training on promoting literacy	Reading books were purchased for all parents who sign up to attend the literacy training. Books for grades K-5 and bilingual books were purchased. The literacy night is planned for May 2021.	\$1,530.00	\$1,415.27 Extra duty--pending on training in May

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Guided Reading Books	Guided Reading books have been purchased, but not yet received at the site.	\$80,000.00	\$80,000.00

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)

1.1 was partially implemented due to ability to co-teach and difficulty providing substitutes with distance learning	There was no metric identified to monitor the action.	2020-9.9% proficient 2021-20% proficient Increase of 10.1%	Abandon since it will be provided with support from the district.
1.2 was fully implemented and began usage in January 2021.	There was no metric identified to monitor the action.	All students have completed 50 levels and been logged in for a total of 41,499 minutes.	Abandon as the district will be purchasing RAZ-Kids for all sites.
1.3 was partially implemented through professional development provided in staff meetings and through district funded days.	There was no metric identified to monitor the action.	2020-9.9% proficient 2021-20% proficient Increase of 10.1%	Adapt to include more specific training based on the identified area of need for Guided Reading.
1.4 was not implemented due to the inability to find a long-term sub to fill the position.	There was no metric identified to monitor the action.	No data due to the action not being implemented.	Abandon because the district will be providing a second intervention teacher to focus on ELA.
1.5 was partially implemented as not all grade levels have fully utilized their hours due to change from distance learning to hybrid.	iReady goal was to increase by 6% overall.	iReady data has shown an increase from 26% proficient at BOY to 33.7% on the MOY assessment which is equivalent to 7.7% increase.	Adopt because the teachers reviewing the data have caused an increase in intentional instruction and seen increases in iReady data from BOY to MOY.
1.6 was fully implemented as it has been purchased, but due to delays with timelines and the purchasing process it has not been activated for site usage yet.	There was no metric identified to monitor the action.	No data because the purchasing process has yet to be completed.	Adapt to provide training in GoFormative because teachers did not receive that yet.
1.7 was partially implemented as it is in the final planning stages and has not occurred yet.	Parent participation will be measured when the event happens. There was no metric identified to monitor the action.	No data yet due to parent training not occurring until May.	Adapt to continue to provide parent training; however, the training will be designed based on needs identified in a parent survey
1.8 was fully implemented in regards to purchasing, but the books have not been received to use with students.	There was no metric identified to monitor the action.	No data due to the site not receiving the materials yet.	Abandon because there will be enough supply of books to utilize among the grade levels for guided reading.

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

- 1.1--There was no metric identified to monitor the effectiveness. All SpEd teachers did participate in one full day. It is unclear if it improved student achievement.
- 1.2--There was no metric identified to monitor the effectiveness. All students have completed 50 levels and been logged in for a total of 41,499 minutes. It is unknown if it impacted state achievement.
- 1.3--There was no metric identified to monitor the effectiveness as it was very broad.
- 1.4--Action was not implemented.
- 1.5--Teachers have been holding data meetings by grade levels, but it is unclear if this specifically attributed to an increase in iReady scores.
- 1.6--Go Formative is still in the process of being purchased and implemented, so there has not been an impact due to inability to use.
- 1.7--The event has not occurred yet to know whether or not it was effective. Also no metric was specifically identified to monitor except for parent participation.
- 1.8--The items are still going through the purchasing process so they have not been utilized to know if they are effective.

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

- 1.1--Due to distance learning and changing to hybrid instruction, it was difficult to obtain substitute teachers. So the teachers worked collaboratively during contract hours causing a difference between the amount budgeted and spent.
- 1.2--The amount was spent as budgeted.
- 1.3--Due to Covid-19, all staff development was provided during site staff meetings and PD meetings because of lack of substitute teachers.
- 1.4--Due to Covid-19, no money was spent because we were unable to recruit a teacher. To date, less amount has been spent than budgeted because the meetings are still being held. However, with the change from distance learning to hybrid, it was difficult to schedule data meetings with lack of substitutes and needing to solely rely on extra duty.
- 1.6--Go Formative was fully purchased, but cost slightly less than the projected amount. It is still in the process of being implemented, so there has not been an impact due to inability to use.
- 1.7--Majority of the money has been spent on books for families who attend. The event is happening in May so the effectiveness is unknown at the time.
- 1.8--Guided reading books have been purchased, but they have not arrived at the site yet. There has not been an impact for this reason.

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 new SPSA will be addressing this need. 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

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected	Actual
SWD Suspension Rate--1.3%	2020-21 SWD Suspension Rate--0%
African American Suspension Rate--6.3%	African American Suspension Rate--0%

Actions / Services

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

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development for Classified staff in Restorative Practices and Cultural Competency.	Classified Staff attended 3 Restorative Practices training after school. The trainings were 1 ½ hours each training for a total of up to 4 ½ hours.	\$1,887.00	\$430.00

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development for Certificated Staff in Restorative Practices and Cultural Competency	Professional Development was provided 3 times per year for an hour and a half each session. All teachers attended. These sessions were 1 ½ hours total each session focusing on building connections with students and understanding the Restorative Practices model. A champion team was trained specifically on completing circles with students to address	\$8,910.00	\$3,832.00

	problems. Our counselor has led 1 circle during this year.		
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Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase books/materials on/or to be used for restorative practices and cultural competencies for staff. Will use during our staff meetings.	<u>Restorative Practices and Culturally Responsive Teaching and the Brain</u> were purchased to complete this action; however, the site used LCFF funds instead of Title I.	\$3,540.00	\$0

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide highly structured/engaging activities for students during unstructured play times.	Playground equipment and activities were purchased to complete this action; however, the site used LCFF funds instead of Title I.	\$13,304.50	\$0

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent training on Restorative Practices	Restorative Practices training for staff just completed in mid-April. The staff has not been able to plan and provide the parent training.	\$1,085.00	\$0 Extra duty--pending on training

Action 2.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide books on cultural awareness for students	Books about different cultures totaling \$809.43 were purchased for student usage; however, the site	\$750.00	\$0

	paid for these books using LCFF instead of Title I funds.		
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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)
2.1 was fully implemented with all certificated staff completing three 1 ½ hour training.	SWD goal for suspension was 1.3% African American suspension rate goal was 6.3%.	Suspension rate has decreased to 0%.	Adapt to be collaborative planning time to implement Restorative Circles.
2.2 was fully implemented with all certificated staff completing three 1 ½ hour training. The champion team also met 3 times during the year; however, we did not spend the additional funds on substitute teachers due to resident subs and distance learning.	SWD goal for suspension was 1.3% African American suspension rate goal was 6.3%.	Suspension rate has decreased to 0%.	Adapt to be collaborative planning time to implement Restorative Circles.
2.3 was fully implemented but using LCFF funds instead of Title I funds.	There was no metric identified to monitor the action.	No data due to school closure.	Abandon because there is not an ongoing need.
2.4 was fully implemented but using LCFF funds instead of Title I funds.	There was no metric identified to monitor the action.	No data because the event hasn't occurred yet.	Abandon because further needs will be supported by other funds.
2.5 was not yet implemented due to completing staff training first. We are attempting to schedule a night for parents in May.	There was no metric identified to monitor the action. We will be able to monitor parent attendance when the event happens.	No data due to the event not occurring yet.	Adapt to plan parent nights based on data from a parent survey identifying needs for training.
2.6 was fully implemented	There was no metric	No data due to school	Abandon because further

but using LCFF funds instead of Title I funds.	identified to monitor the action.	closure.	needs will be supported by other funds.
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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.

2.1--All classified staff participated in the Restorative Practices training. Due to school closures, our suspension rate decreased to 0% but it is unclear if it was a result of Restorative Practices.
 2.2--All classified staff participated in the Restorative Practices training. Due to school closures, our suspension rate decreased to 0% but it is unclear if it was a result of Restorative Practices.
 2.3--There was no metric identified to monitor the action and no data due to school closure. This action was purchase based.
 2.4--There was no metric identified to monitor the action and no data due to school closure.
 2.5--The event has not occurred yet to be able to monitor parent participation. No metric was identified to monitor the action to know if it was effective.
 2.6--There was no metric identified to monitor the action and no data due to school closure. This action was purchase based.

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

2.1-- Less funds were spent because of a decrease in classified staffing and 2 trainings are still to be paid for since they recently occurred.
 2.2--Less funds were spent because of less extra duty time per teacher due to distance learning and the ability to start training during contract time. Additionally, 2 trainings are still being paid for since they recently occurred.
 2.3--No Title I funds were spent from what was budgeted because LCFF funds were used instead.
 2.4--No Title I funds were spent from what was budgeted because LCFF funds were used instead.
 2.5--The parent night has not occurred yet causing the unspent funds.
 2.6--No Title I funds were spent from what was budgeted because LCFF funds were used instead.

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 will be remaining the same with a focus on reducing the suspension rate for the identified student groups. However, it will be found in Goal 5 of the 2021-22 SPSA. Also, one action will be continued with a focus on providing extra supervision since that was identified as a root cause of suspensions and was unable to be implemented due to school closures. Also, an additional action item to provide parents support will be added. The other action items will be discontinued and funded with general funds.

Goal 3 2020-21

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (basic services), 2 (state standards), 4 (student achievement), 5 (student engagement), 7

(access to courses), and 8 (other student outcomes)

Local Priorities: Goal 1

Annual Measurable Outcomes

Expected	Actual
ELPAC LTEL--decrease by 3%	No data yet due to assessment timeline
ELPAC ARLTEL--decrease by 12%	No data yet due to assessment timeline
ELPAC Level 4--increase by 12%	No data yet due to assessment timeline
iReady Boy above 557 for 4th grade and 581 for 5th grade Goal: 7 students	iREady MOY: 4 students

Actions / Services

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

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development for teachers on ELD standards.	Due to distance learning and hybrid schedules this year as well as timelines and reduction in PD days, we were unable to contract with the consultant to provide PD in ELD standards. This action item is prioritized for next year with support from the district.	\$5,928.00	\$0

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development for teachers on high yielding instructional strategies for English Learners.	Due to distance learning and hybrid schedules this year as well as timelines and reduction in PD days, we were unable to contract with the consultant to provide PD in EL instructional strategies. This action item is prioritized for next year	\$7,392.00	\$0

	with support from the district.		
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Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide tutoring to support ARTEL students with reclassification.	Tutoring for our ARTEL and LTEL was provided in 3 groups twice a week from January through the end of April by certificated teachers focusing on using ELPAC released questions to prepare students for taking the ELPAC. Classified staff provided a month of support at 2 hours, 4 days a week; however, that ended when their hours increased to support site pods.	\$15,540.50	\$1,620.00

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent training on supports for English Learners	The parent training will be focused on supporting families with literacy strategies and we are combining it with the literacy night. Funds from action item 1.7 covered bilingual and Spanish books for the English Learner parents.	\$1,295.00	\$0 Extra duty--pending on training

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)
3.1 was not implemented due to distance learning, hybrid, and the reduction in PD days.	There was no metric identified to monitor the action.	No data due to the action not being implemented.	Adapt to include specific PD to support our English Learners in vocabulary due to the identified need in iReady and progress monitor with LAS data.
3.2 was not implemented due to distance learning, hybrid, and the reduction in PD days.	There was no metric identified to monitor the action.	No data due to the action not being implemented.	Adapt to focus on understanding the ELD standards.
3.3 was partially implemented. Classified staff was needed for other duties on campus and could not complete more tutoring. We had 3 certificated teachers providing tutoring from January through April.	The goal was to have all 42 identified students as ARTEL or LTEL participate in the tutoring. There was no metric identified to monitor the effectiveness of the action.	Title 1 EL Tutoring: 3rd Graders: 2 Students 4th Grade: 12 Students 5th Grader: 11 Students	Adapt to include stronger progress monitoring data metrics by analyzing student growth on the LAS.
3.4 was partially implemented due to difficulty getting teachers or a consultant to provide the training. The training is now being incorporated with the literacy night, but with a specific session on supporting English Learners.	There was no specific metric identified to monitor the action besides parent participation. Since the event hasn't occurred yet, we do not have that data.	No data due to the action not being implemented yet.	Adapt to plan parent nights based on data from a parent survey identifying needs for training.

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

3.1--The actions did not identify a specific metric to monitor effectiveness. It was also not implemented due to school closures.
3.2--The actions did not identify a specific metric to monitor effectiveness. In addition, it was not implemented due to school closures and the difficulties in obtaining substitutes.
3.3--Tutoring for our ARTEL and LTEL students was provided by classified and certificated staff. A total of 24 students participated, but we do not have the data to know whether it was effective in increasing achievement.
3.4--The event hasn't occurred yet. Only parent participation will be able to be monitored because there was not specific achievement data identified to monitor effectiveness.

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

- 3.1--The action was not implemented.
- 3.2--The action was not implemented.
- 3.3--The amount is less due to a lack of classified staff available who were able to provide tutoring due to school closures and student pods. Teachers also provided tutoring afterschool from January through April, but not all payroll has been calculated in this total at this time.
- 3.4--The action has not been implemented yet, but extra duty will incur once it does.

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 remain to be a focus on the new SPSA located as Goal 3 in the 2021-22 SPSA. However, the identified action items will change to ensure the ability to impact the outcome and identify specific measures to monitor to gage effectiveness in the new SPSA. The changes will include reviewing LAS data to determine effective materials and instructional practices in the areas of reading and writing. The tutoring will also focus on ELPAC preparation in the areas of reading and writing for or LTEL and ARTEL students.

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

Strategic Planning Details and Accountability

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

Goal 1 2021-22

Reading:

- SWD performing 102.5 points below standard in reading will decrease in points below standard by 10 points on the ELA portion of the CAASPP.
- English Learners performing 22.1 points below standard in reading will decrease in points below standard by 5 points on the ELA portion of the CAASPP.
- Hispanic students performing 26 points below standard in reading will decrease in points below standard by 6 points on the ELA portion of the CAASPP.
- White students performing 21.8 points below standard in reading will decrease in points below standard by 5 points on the ELA portion of the CAASPP.
- Socioeconomically disadvantaged students performing 30.6 points below standard in reading will decrease in points

below standard by 6 points on the ELA portion of the CAASPP.

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 to support students in applying their skills in content with a focus on reading comprehension. Students also need more targeted instruction with small group instruction based on iReady data. On the iReady data, only 33.6% 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 vocabulary and reading comprehension for informational text 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.)

Planned Actions/Services

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

Action 1.1

Action/Service	Provide professional development for all teacher/staff supported by Corwin ELA coaches in order to establish guided reading practices focusing around building vocabulary development and comprehension of informational text in all grade levels. Progress monitoring: Teachers will progress monitor through running records six times per year and iReady comprehension scores. Students will increase in running records from BOY to EOY and on iReady comprehension scores from BOY to EOY.
Person(s) Responsible	Principal, AP, 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 with learning rounds Substitute costs - 33 teachers x 2 days = \$9,570 Corwin Contract - \$4,000 each = \$16,000 total for 21-22
Budget and Source	\$ 25,570 - 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.

English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities

Schoolwide

Action 1.2

Action/Service	Provide teacher release time for grade level collaboration to review iReady data and plan targeted instruction in vocabulary and reading comprehension using iReady lessons for students scoring in the intensive category. The teachers will be focusing on the identified needs of the English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities student groups. Progress monitoring: students will increase in their vocabulary component by grade level of iReady for BOY to EOY.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	2 hours per teacher = \$2,970.00
Budget and Source	\$ 2,970- 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.

English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities

Schoolwide

Action 1.3

Action/Service	To support reading comprehension in informational text, purchase DRA Kits for each grade level to perform running records every 6 weeks to monitor students' reading level. The English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities student groups will be targeted. Progress monitoring: students will increase in their running record from the first data entry to the last data entry of the year.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	DRA-3 Kit: 10 K-3 Kits + 6 4-8 Kits = \$7,386
Budget and Source	\$7,386 - 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.

English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities

Schoolwide

Action 1.4

Action/Service	Provide teacher training in the DRA-3 through utilizing the consults from Pearson. The training will be virtual. The training will support teachers in appropriately placing students in groups for Guided Reading based on identified needs within the running record. The English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities student groups will be targeted. Progress monitoring: how many teachers attend the DRA training and monitoring of the running record data entry 6 times per year.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Training of DRA: Extra duty for training of DRA: 4 hours x 33 teachers = \$1,485 DRA training cost: \$1500
Budget and Source	\$2,985 - 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.

English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities

Schoolwide

Action 1.5

Action/Service	Based on iReady data, to support vocabulary achievement, a group of teachers will receive training in Universal Design for Learning. These strategies will focus on our English Learners, Students with Disabilities, and Hispanic students groups. Progress monitoring: Students will have increased vocabulary scores within iReady from BOY to EOY for the Students with Disabilities, English Learners, and Hispanic student groups.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Training cost: \$200 per teacher x 10 teachers = \$2000 Teacher release time: 10 full day subs x 1 day = \$1,450.00

	Extra duty for collaboration to plan staff development in UDL connected to vocabulary for all teachers: 4 hours x 10 teachers = \$450.00
Budget and Source	\$3,900 - 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.

English Learners, Students with Disabilities, Hispanic	Schoolwide
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Goal 2 2021-22

Math:

English Language Learners performing 43.4 points below standard in math on the CAASPP will decrease in points below standard by 8 points.

Students with Disabilities performing 117.3 points below standard in math on the CAASPP will decrease in points below standard by 12 points.

Hispanic students performing 42.5 points below standard in math on the CAASPP will decrease in points below standard by 8 points.

White students performing 35 points below standard in math on the CAASPP will decrease in points below standard by 5 points.

Socioeconomically disadvantaged students performing 47.5 points below standard in math on the CAASPP will decrease in points below standard by 8 points.

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:

A focus on using standard-based data to drive instruction and additional intervention resources are needed to increase math achievement. All identified student groups are performing below standard on the math CAASPP scores which assess their performance on grade level standards.

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

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
iReady MOY				
ELL-Geometry	29/140 scored at or above their grade level	No data	15.1%	20.7%

Hispanic--Geometry	104/477 scored at or above their grade level	No data	24.5%	21.7%
SWD-Geometry	18/114 scored at or above their grade level	No data	11.5%	15.8%
White-Geometry	31/78 scored at or above their grade level	No data	32.3%	39.4%
White--Measurement and Data	31/78 scored at or above their grade level	No data	36.4%	39.4%
Unduplicated/SED--Geometry	125/570 scored at or above their grade level	No data	24.1%	22%

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	To increase student proficiency on i Ready math, provide teacher release time for grade level collaboration with the district-provided math TOSA to focus on implementing the Read, Draw, Write strategy. Progress monitoring: students will increase in the geometry component in iReady for BOY to EOY.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Teacher release time: 33 teachers x 1.5 days = \$7,178.00
Budget and Source	\$7,178 - Title I - 3010

Students to be Served:

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

Scope of Service:

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

English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities	Schoolwide
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Action 2.2

Action/Service	To support math proficiency based on iReady data, purchase site license of
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	Dreambox computer-based math program. Dreambox provides intervention on grade level standards for students. Students will complete 20 minutes daily and students will monitor growth. Progress monitoring: Students will demonstrate growth on the iReady math diagnostic from BOY to EOY by one grade level.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Dreambox site license: \$17,910 Dreambox consultant for training: \$1,000
Budget and Source	\$18,910- 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.

English Learners, Hispanic, Socioeconomically Disadvantaged, White, Students with Disabilities	Schoolwide
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Goal 3 2021-22

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

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:

Extra support in language proficiency is needed for our English Learners. Also, the teachers need more training and collaboration in using the ELD standards and data to plan instruction to meet the identified needs of the English Learners in all grade levels. The ELPAC results show that the lowest areas of proficiency are in written language (23.5% overall) and reading (62.4% overall).

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
ELPAC	All EL students making progress towards English Language proficiency	40.9%	No data due to school closures	Assessments currently being administered.

	ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H	32.1%	No data due to school closures	Assessments currently being administered.
	ELs who decreased at least one ELPI level	26.9%	No data due to school closures	Assessments currently being administered.
LAS	No data currently--will monitor growth from Fall to Spring 2021-22	No data	No data	No data

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	English Learner students will be offered after school tutoring to support the LTEL and ARTEL students in reading and writing to show improvement in their English proficiency from November through April. Progress monitoring: Students will demonstrate growth on the LAS from Fall to Spring assessments.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Extra duty 5 teachers x 2 hours per week x 22 weeks = \$9,900.00
Budget and Source	\$9,900 - 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.

English Learners	Limited to Indicated Student Group
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Action 3.2

Action/Service	Provide teacher release time or extra duty for the EL MTSS team to collaborate and plan staff developments for the entire staff on utilizing the reading and writing strategies to increase student proficiency on the LAS. Progress monitoring: Students will demonstrate growth on the LAS from Fall to Spring assessments.
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Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Extra duty: 2 hours x 3 times per year x 4 teachers = \$1,080.00 Release time: 4 teachers x 1 day per year = \$580.00
Budget and Source	\$1,660 - 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.

English Learners	Limited to Indicated Student Group
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Action 3.3

Action/Service	Provide teacher release time or extra duty for collaboration using the LAS data to determine which material will best meet the needs of the students identified. The strategies will be focused on the reading and writing domains of the LAS. Progress monitoring: Students will demonstrate growth on the LAS from Fall to Spring assessments.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Extra duty: 2 hours x 2 times per year x 6 teachers = \$1,080.00 Release time: 6 teachers x 1 day per year = 870.00
Budget and Source	\$1,160 - 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.

English Learners	Limited to Indicated Student Group
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Goal 4 2021-22

Decrease the chronic absenteeism percentage for the White student group from 11.3% to 10% as reported on the CA 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	Baseline	2018-19 (Dashboard)	2019-20 (Schoolzilla)	2020-21 (Schoolzilla)
Chronic Absenteeism	SWD	8.3%	7.5%	27%
	ELL	7.1%	5.6%	15.8%
	Hispanic	10.6%	7.9%	18.7%
	White	11.3%	6.3%	11.3%
	Black	14.1%	7.6%	25%
	Multiple Races	9.7%	9.1%	16.7%
	Socioeconomically Disadvantaged	9.6%	5.3%	19%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

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

Action 4.1

Action/Service	Provide parent workshops from CABE Project 2-Inspire centered around understanding the school system and understanding the role of attendance. The parents from the white student group who are showing high numbers of chronic absenteeism will be targeted. Progress monitoring will include reviewing the attendees and the impact on their student groups' attendance.
Person(s) Responsible	Principal, AP, 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 Parent Liaison extra duty: \$147.00

Budget and Source	\$6,317.00 - Title I - 3010
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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.

White	Schoolwide
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Action 4.2

Action/Service	Provide extra duty for teachers to plan enrichment activities. Teachers who volunteer to plan the activities will be focusing on implementing them on Fridays which has historically had the lowest attendance percentage of the week. Progress monitoring: Chronic absenteeism will decrease from 2021 to 2022 for the identified student group.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Teacher Extra duty: 7 teachers x 10 hours = \$3,150.00 Classified Extra Duty: 2 staff x 10 hours = \$340.00
Budget and Source	\$3,490 - 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.

White	Schoolwide
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Goal 5 2021-22

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Students need more supervision during unstructured play time. Staff need to be trained in cultural awareness/Restorative Practices. Parents also need training in supporting their students in the area of behavior/social-emotional needs.

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

Metrics/Indicators	Baseline	2018-19 (Dashboard)	2019-20 (Schoolzilla)	2020-21 (Schoolzilla)
Suspension Rate-Dashboard	SWD	2.8%	4.5%	0%
	African American	7.8%	4.5%	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 5.1

Action/Service	Provide parent workshops centered around supporting students’ social/emotional and behavior needs. NAMI Family-to-Family will focus on providing strategies to families who are managing mental illness of a family member. The Students with Disabilities and African American student groups will be targeted for participation in the program. Progress monitoring will include reviewing the attendees and the impact on their student groups suspension rate. Suspension rate from the identified student groups will decrease.
Person(s) Responsible	Principal, AP, Office Manager, Parent Liaison
Task(s) Timelines	NAMI Family-to-Family: No cost Classified Extra duty: 2.5 hours x 12 classes x 5 staff = \$2,550
Budget and Source	\$2,550 - 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.

Students with Disabilities, African American	Schoolwide
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Action 5.2

Action/Service	Provide staff time to plan and implement restorative circles. Progress monitoring: Suspension rate from the identified student groups will decrease.
Person(s) Responsible	Principal, AP, 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.

Students with Disabilities, African American	Schoolwide
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Action 5.3

Action/Service	Use classified and certificated staff to implement structured recess activities and planned engagement activities on the playground. The students will have choices of art activities or board games targeting our Students with Disabilities and African American student groups. Progress monitoring. Discipline data from the identified student groups will be used to progress monitor effectiveness. Suspension rate from the identified student groups will decrease.
Person(s) Responsible	Principal, AP, Office Manager
Task(s) Timelines	Classified extra duty: 2 hours x 180 days x 2 staff = \$12,240.00
Budget and Source	\$12,240 - 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.

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

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

Note: Centralized services may include the following direct services:

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

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

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to school, e.g. English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

State Priorities and Local Indicators

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

California Dashboard Indicators

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

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of 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 SWP³)**

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	\$106,559	Yes
Title I, Part A: Parental Involvement	\$1,907	Yes

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

Subtotal amount of federal categorical funds allocated to this school.	\$108,466
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State and Local Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

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

Total of federal, state, and/or local funds for this school:	\$108,466
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Recommendations and Assurances

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

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

Select from:	
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)	
Special Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
Departmental Advisory Committee	
Other committees established by the school or district (list)	
English Learner Advisory Committee	<i>Jesse Robledo</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: **05/26/2021**.

Attested:

Lauren Armijo
 Typed name of School Principal
George McGinn
 Typed name of SSC Chairperson

Lauren Armijo
 Signature of School Principal
George McGinn
 Signature of SSC Chairperson

5/26/21
 Date
5/26/21
 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.⁴ The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Lauren Armijo	x				
Patricia Moreno			x		
Monica Smith		x			
George McGinn				x	
Teresa Carriera				x	
Michelle Caley				x	
Melissa Jividen				x	
Cesia Contreras		x			
Sara Duenas			x		
Jessica Long		x			
Karlene Ponte				x	
Valentin Sanchez				x	
Number of members in each category	1	3	2	6	

⁴ EC Section 52852

Addendum

The SPSA Template

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

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

Seven Recommended Steps for Developing the SPSA

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

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

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

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

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

Student Achievement” presentation⁶, 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:

⁶ <https://www.cde.ca.gov/fq/aa/lc/documents/schoolplanwebinar.pdf>

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

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

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Plan Summary

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

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

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

Needs Assessment -- Stakeholder Engagement

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

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

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

Instructions

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

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

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

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

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

Resource Inequities

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

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

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

Annual Evaluation and Needs Assessment

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

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

Goals, Actions, and Services

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

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

Goal

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

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

Related State and/or Local Priorities

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

Identified Need

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

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

Expected Annual Measurable Outcomes

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

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

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

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

Planned Actions/Services

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

Students to be Served

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

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

[This section meets the requirements for CSI.]

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

Scope of Service

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

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

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

Actions/Services

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

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

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

Person(s) Responsible

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

Task(s) and Timelines

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

Budgeted Expenditures

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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