

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
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Purpose and Description

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

The purpose of the School Plan for Student Achievement is to provide stakeholders a comprehensive document providing details of the site planned actions and expenditures as they relate to the strategies, actions, and services necessary to address schoolwide program, to improve achievement, so that all students, particularly the lowest achieving students, can 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 to provide services that align with the district's vision. We also provide supplemental services that support improved performance for students with additional needs, while also developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2021-2022 Plan Summary

The Story

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

North Mountain Middle School is one of 13 schools that serves grades 6-8 within San Jacinto Unified School District. North Mountain opened on July 6, 1998, just a half a mile from Ramona Expressway. It is situated within a surrounding community of homes built in the 1990s. North Mountain Middle School stands across from the north mountain of where the "S" is. The population around the school consists of limited economic

means.

--Enrollment in 2019-2020 was at 1,001 students. Our enrollment is down by 29 students from last year. Our vision is "We strive to produce caring and productive citizens who value the pursuit of learning and service to others."

--The composition of our student population in 2019-2020 was as follows:

87.8% Socioeconomically Disadvantaged

19.2% English learners

0.9% Foster Youth

--NMMS offers a school-wide free meal program to our students.

--Through Title 1 funds NMMS is able to have a Youth Mentor who plays a crucial role in supporting parent engagement activities and family workshops to support a variety of needs our families may have.

A variety of family workshops are offered to help parents support their students as learners and with socio-emotional and behavioral skills.

--North Mountain Middle is an AVID school and each year commits to strengthening this valuable program, which provides teachers with professional development opportunities to improve teaching practices, in order to continuously provide optimal learning opportunities for our students

--A multi-tiered support (MTSS) is implemented school wide to effectively meet the varying needs of our students. We continue to implement PBIS and Restorative Practices to assist all staff with building and restoring relationships with students.

--Professional development, funded out of Title 1, is provided to all teachers to meet the needs of our students in ELA, Math, Social Studies, Science and ELD.

--We strive to maintain active stakeholder groups such as School Site Council (SSC), English Advisory Committee (ELAC), PTO and Associated Student Body (ASB).

SPSA Highlights

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

NMMS will continue to support the same goals set out in our 2019-20 SPSA since the previous school year was faced with the unexpected COVID-19 school closures. Monitoring of data gathered during distance learning/hybrid learning models will take place to determine new baselines and re-adjust goals if needed. H

However, new actions were adjusted for decreasing chronic absenteeism among the African American students, and Students with Disabilities as a result of significant increases in absenteeism among these groups as reported in Fall 2019, by Mosaic Schoolzilla.

Our plan focuses on the following areas:

1. To provide teachers intensive inquiry into effective writing and assessment practice, professional development, across all content areas, to build capacity in Leads to improve and increase lesson design, and implement rigorous and engaging instruction that positively impacts student outcomes for Students with Disabilities, African American, All students, English Learners, Hispanics, Socioeconomically Disadvantaged students.
2. To align effective strategies and instruction, to meet the needs of our English Learners in both Integrated and Designated English Language Development instruction across content areas.
3. Decrease chronic absenteeism to increase student and parent engagement.

Needs Assessment -- Review of Performance

Greatest Progress

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

ELA California Dashboard 2018-2019

Based on the Fall 2018-2019 CAASPP data indicates that there was an overall increase for **Yellow/All Students** of 9.6 points, but students scored 52.8 points below standard.

Red/SWD group maintained a -0.1 points, but students are 115 points below standard.

Orange/AA group increased 20.9 points, but are 72.8 points below standard.

Yellow/English Learners increased 15.8 points, but are 66.8 points below standard.

Yellow/Hispanics increased 10.3 points, but are 55.3 points below standard.

Yellow/Socioeconomically Disadvantaged increased 13.9 points, but are 53.5 points below standard.

Yellow/White group increased 15.2 points, but are 16.1 below standard.

Mathematics California Dashboard 2018-2019

Based on the Fall 2018-2019 CAASPP data indicates that

Orange/All students increased by 10.6 points, but are 99.1 points below standard.

Orange/AA increased by 6.3 points, but are 132.4 below standard.

Orange/English Learners increased by 10.3 points, but are 114.7 below standard.

Orange/Hispanics increased by 10.2 points, but are 102.8 below standard.

Orange/Socioeconomically Disadvantaged increased 15.4 points, but are 99.7 points below standard.

Orange/Students with Disabilities increased by 10.2 points, but are 148.1 points below standard.

Yellow/White group increased by 30.2 points, but are 49.7 points below standard.

Academic Engagement: Chronic Absenteeism 2018-2019

Based on the Fall 2018-2019 CAASPP data indicates that

Red/AA maintained a -0.3%, but have 25.5% chronically absent

Orange/English Learners increased by 0.9%, but 12.1% are chronically absent.

Orange/Hispanics maintained by 0.1%, but 13% are chronically absent.

Orange/Two or more races increased 3.8%, and 17.1% are chronically absent

Orange/Students with Disabilities declined by 2%, but 20.7% are chronically absent.

Yellow/White group declined 4.3%, but 15.7% are chronically absent.

Yellow/All Students data indicates a decline of 0.6%, but 15% are chronically absent

Yellow/Socioeconomically Disadvantaged declined 1.4%, but 14.8% are chronically absent.

Summary

North Mountain Students overall increased in ELA and Math removing the AA, SWD, ELL, Hispanic and SED groups from red to orange, and removing White group from orange to yellow status. In regards to Chronic Absenteeism the data indicates that our White and SED group moved to yellow status, and our SWD, ELLs, Hispanics, and Two or More Races are in the orange status, and our AA group continue in the Red status.

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?

Our student groups identified with a greatest need in **ELA** are the following; **Students with Disabilities** and our **African American**, based on the California School Dashboard.

Our student groups identified with a greatest need in **Math** are the following; **All students, African American, English Learners, Hispanics, Socioeconomically Disadvantaged and Students with Disabilities**, according to the California Dashboard.

Chronic Absenteeism is another great need for the following student groups based on the California Dashboard; African American students, English Learners, Hispanics, Two or more races and Students with Disabilities.

According to our local indicator “iREADY” the following student groups were identified with greatest needs in **ELA**;

our **English Learners** continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text (91%-152/227 English Learners)** ;

All student groups in:

sixth grade continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text = (83% -243/306 students)**;

seventh grade continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text = (78% -256/350 students)**;

Eighth grade continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text = (73% -246/349 students)**;

According to our local indicator “iREADY” the following student groups were identified with greatest needs in **MATH**;

our **English Learners** continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text (96%-145/227 English Learners)**;

All student groups in:

sixth grade continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text = (91% -237/306 students)**;

seventh grade continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text = (85% -239/350 students)**;

Eighth grade continue to perform **one** to **three** grade levels below standard in vocabulary, **Comprehension: Literature & Informational Text = (86% -237/349 students)**;

According to our local indicator “AERIES ANALYTICS” the following student groups were identified with greatest needs in **Chronic Absenteeism**:

African American Students continue to demonstrate a need (11.1% 7/56 African American) ;
and **Students with Disabilities** (5.0%) demonstrate a need.

Due to the unexpected impact of COVID19 school closures, we were unable to fully implement our SPSA 2019-2020. All stakeholders were included in discussions regarding next steps for the school plan and how we will address the areas of greatest need for improvement during the 21-22 school year.

Summary

North Mountain plans to provide intensive inquiry into effective writing and assessment practice, professional development, across all content areas, to build capacity in Leads to improve and increase lesson design, and implement rigorous and engaging instruction that positively impacts student outcomes for Students with Disabilities, African American, All students, English Learners, Hispanics, Socioeconomically Disadvantaged students. To align effective strategies and instruction, to meet the needs of our English Learners in both Integrated and Designated English Language Development instruction across content areas.

Decrease chronic absenteeism to increase student and parent engagement to our African American and Students with Disabilities group.

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).*

According to the Fall 2019 data from the California Dashboard/ELA: **Students with Disabilities** are 115 points below standard, and **African American** students are performing 72.8 points below standard in **ELA**, whereas, **All Students** are performing 52.8 points below standard in **ELA**.

According to the Fall 2019 data from the California Dashboard/Math: **Students with Disabilities** are 148.1 points below standard, **African American** students are performing 132.4 points below standard, **English Learners** are 114.7 points below standard, **Hispanics** are 102.8 points below standard, **Socioeconomically Disadvantage** are 99.7 points below standard, in **MATH**, whereas, **All Students** are performing 99.1 points below standard in **MATH**.

According to the Fall 2019 data from the California Dashboard/Chronic Absenteeism: **African American** are 25.5%, **English Learners** are 12%, **Hispanics** are 13%, **Two or more races** 17.1%, **Students with Disabilities** 20.7% are chronically absent, whereas, **All Students** indicate 15% are chronically absent.

North Mountain will intentionally focus on effective writing, vocabulary, reading strategies and assessment practices to decrease the gap amongst Students with Disabilities and African American students in ELA and Math.

To align effective strategies and instruction, to meet the needs of our English Learners in both Integrated and Designated English Language Development instruction across content areas. To provide a six to eight week, skill focused, intensive intervention to English Learners to address language and reading skills.

Decrease chronic absenteeism to increase student and parent engagement by providing teacher and parent effective Academic, PBIS and Restorative consultation/workshops throughout the year to address learning gaps and learning loss.

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, AERIES ANALYTICS, iREADY, Local assessments, including common formative assessments, IABs in collaboration

with the School Site Council, ELAC and other stakeholders.
Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged and Two or more races student groups show the greatest need for decreasing the distance from standard.

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)

North Mountain consulted with the following committees and site staff to evaluate, analyze and plan the SPSA for the 2021-2022 school year:

School Site Council Meeting - Dates: 9/7/21; 12/7/21; 3/8/21; 5/10/22	Time: 10:00
ELAC Meeting - Dates: 9/7/21; 12/7/21; 3/8/21; 5/10/22	Time: 11:00
Coffee with the Principal - Dates: 8/20/21; 11/5/20; 3/11/21; 5/26/21	Time:
Problem Solving Team - Dates: Every Tuesdays (8/20-5/31/21)	Time: 10:00
Guiding Coalition - Dates: 8/3; 8/10; 8/14; 9/4; 9/15; 10/19; 11/17; 11/30 12/9; 1/14; 1/27; 2/8; 3/3; 4/19; 5/27	Time: 3:00

Impact on the SPSA and the Annual Evaluation

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

These discussions and consultations throughout the year provided us a clear focus and understanding of what our student groups that are low performing need in order to increase distance from standard in ELA, Math, and Chronic Absenteeism.

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:

\$ 167,629

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:

\$ 167,629

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.

N/A

Annual Evaluation and Needs Assessment for North Mountain Middle 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

Increase ELA/Math proficiency as measured by CAASPP, by 3% for AA, SWD, and ELLs.

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

State Priorities: 1, 2, 4,
Local Priorities: California Dashboard, iReady, IAB Benchmarks, Common Formative Assessments and Writing Samples

Annual Measurable Outcomes

Expected	Actual
Expected Outcome: Improve by 3% for ELA.	Actual Outcome: CAASSP was cancelled for 19-20 school year.
Expected Outcome: Improve by 3% for Math.	Actual Outcome: CAASSP was cancelled for 19-20 school year.

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	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
Staff will receive professional development/training through their collaboration time to review the writing standards/rubrics.	Constructed Response Template was used during the year which has a rubric that has been created by the ELA team to increase student writing. No Professional development was provided in the area of writing. Teachers collaborated during PLC time to focus on writing.	\$32,000	\$10,500

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development /training will be provided to staff through collaboration time to identify engagement strategies and identify modules that pertain to Teacher Clarity.	-Planning/collaboration time was provided every Fridays for 90 minutes PLC and 50 minutes daily during Design Time. -Agendas submitted to Admin weekly	\$5,000	\$0

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase reading material/books that are representative of students language and cultural diversity.	Many cultural books were purchased (Native American, Spanish, AA) during distance learning.	\$15,000	\$0

Action 1.4

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

Action 1.5

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

Action 1.6

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

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.

The Instructional Leads and School Site Council met to review the Constructed Response Template during the year which has a rubric that has been created by the ELA team to increase student writing and the progress of staff receiving PD through their collaboration time to review the writing standards/rubric.

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

The following was the result of the effectiveness of the action/service:

1. there was a lack of collection of writing data
2. we need to be more specific in the content area to apply the rubric
3. we never implemented dates of writing assessment cycle

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

We allotted \$32,000 for professional development/trainings to focus on writing, engagement and teacher clarity, but due to COVID closure we didn't need substitutes, or didn't provide extra duty time to teachers.

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 -1.1 ADAPT: Implement writing assessment cycle dates, incorporate & create a writing rubric across all content. 1.2 ADOPT - -2x/month implementation walks - writing and instructional strategies
-extra collaboration with the teacher leads to analyze data, share instructional strategies, and create CFAs.
1.3 Abandon due to coming from another funding source.

Goal 2 2020-21

Decrease Chronic Absenteeism by 3% for African American Students and Students with Disabilities as measured by the California Dashboard.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5

Local Priorities: California Dashboard, Site attendance report, Parent Surveys, Student data from consultant.

Annual Measurable Outcomes

Expected	Actual
Decrease Absences by 3% for African American	Due to COVID shutdown, consultant data shows that
Decrease Absences by 3% for Students with Disabilities	Due to COVID shutdown,

Actions / Services

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

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide opportunities for students to engage in STEAM activities during unstructured times in the day.	Due to covid, all instruction this year has been online. Students unable to work in the Phab Lab	\$15,000	\$0

Action 2.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Resources/materials to support parent workshops that aid in academic content, social emotional, and student engagement.	Parent nights-for social and emotional needs -had 4 parent nights (use data/attendance of parents participation) -parent surveys -student data (wallace)	\$5,000	

Action 2.3

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

Action 2.4

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

Evaluation (Goal 2)

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

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

The Instructional Lead, Administration and School Site Council met to evaluate and review the implementation of each action/service and the outcome was that we didn't have a good outcome of parent participation to measure student engagement and we need to identify parent of sub student group with need. Due to covid, all instruction this year has been online. Students unable to work in the Phab Lab.

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

Due to covid, all instruction this year has been online. Students unable to work in the Phab Lab due to shutdown; we did not have a good outcome of parent participation to measure student engagement; we need to identify parents of sub student groups with need.

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

Due to COVID-19 and school closure we were unable to assign extra duty to classified staff to assist with students in Phab Lab.

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.

Abandon action 2.1 for the 21-22 school year.
ADOPT: Parent Engagement to increase parent-teacher connection to student academic and social emotional success. Counselor and/or Assistant Principal and/or Mentor Consultant, to meet with student 1x/week to

create a targeted attendance plan for the student specific to the student's needs. meet w/parent & student to progress monitor the attendance and academics.

2.2 ADAPT: Parent Engagement (identify sub student parents); ADOPT: Survey in all these areas - AVID strategies across content that parents can use to support student achievement; offer Math, Literacy night to parents to provide workshops based on parent need and/or interest.

Goal 3 2020-21

Increase by 5% the number of reclassified students as measured by reclassification criteria.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: California Dashboard, iREADY, IABs, CFAs and student work samples.

Annual Measurable Outcomes

Expected	Actual
Increase the number of reclassified students by 5%	unable to provide actual outcomes due to a delay in ELPAC results (to be received in late June 2021)

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
Consultant from RCOE to support staff professional development/training	Due to teacher availability, we were unable this year to provide teachers (across content) the training and to build capacity in them. -Year one was identification not		

	implementation of ELD strategies.		
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Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will receive professional development/training on designated/integrated ELD, ELD/ELA standards	Due to teacher availability, we were unable this year to provide teachers (across content) the training and to build capacity in them. -Year one was identification not implementation of ELD strategies.	\$7,000	\$10,500 - paid for 21-22

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extra learning opportunities for students via distance learning or in the building on ELD strategies that aid with reclassification.	Provided a 6 week after school boot camp for students.	\$6,000-	

Action 3.4

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

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

Due to teacher availability, we were unable this year to provide teachers (across content) the training and to build capacity in them.
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-Year one was identification not implementation of ELD strategies.

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

Due to COVID shutdown we were unable to schedule the professional development with consultant due to her lack of availability.

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

3.1, 3.2, 3.3 ADAPT to increase capacity in teachers for implementation; to increase quantity and quality of student language production

Goal 4 2020-21

State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

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

Action 4.1

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

Action 4.2

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

Action 4.3

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

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

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

Evaluation (Goal 4)

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

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

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

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

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

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

Strategic Planning Details and Accountability

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

Goal 1 2021-22

We will improve our overall distance from standard in ELA for our Students with Disabilities, African American students by at least 6% as measured by CAASPP.

African American students will improve the distance from standard by 6% in English Language Arts.
Students with disabilities will improve the distance from standard by 6% in English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: California Dashboard, iReady, IAB Benchmarks, Common Formative Assessments and Writing Samples.

Identified Need:

2020-2021 iREADY ELA DATA

AA students BOY 13% at or above (7 of 54)

AA student MOY 14.9% at or above (7 of 47)

Students with disabilities BOY 3.1% at or above (4 of 128)

Students with disabilities MOY 4.2% at or above (5 of 120)

English Learners BOY 2.1% at or above (4 of 187)

English Learners MOY 6.3% at or above (10 of 160)

Teachers need professional development in the area of effective writing and reading instructional strategies.

Teachers and Administration need a data process to review and analyze student progress toward 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
California Dashboard	CAASPP ELA: 57.45 points below standard CAASPP MATH: 105.05 points below standard Chronic Absenteeism	CAASPP ELA: 52 points below standard CAASPP MATH: 99.1 points below standard AA students: continue to	CAASPP ELA: No data CAASPP MATH: No data No Dashboard Data due to COVID closure	CAASPP ELA: No Data CAASPP MATH: No data

		demonstrate a need (11.1% 7 of 56) SWD (5.0%) demonstrate a need		
iREADY informational text	total average	Reading	Reading N/A Math	Reading Math
iREADY informational text				
iReady vocabulary				

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

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

Action 1.1

Action/Service	Provide (6) 90-minute intensive inquiry into effective writing and assessment practice professional development as measured by teacher observation data, Learning Walk data, and teacher surveys five (5) times per year.
Person(s) Responsible	Administration and teachers
Task(s) Timelines	August 23, 2021 through June 1, 2022.
Budget and Source	\$3,000 Title I - 3010

Students to be Served:

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

Scope of Service:

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

Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged, and Two or more races.	School wide and indicated student groups.
--	---

Action 1.2

Action/Service	Provide professional development for certificated staff on scaffolds in writing and ELA. Will use iREADY informational text and learning walkthrough form to monitor progress.
Person(s) Responsible	Administration and Consultant-IAWP
Task(s) Timelines	August 23, 2021 through June 1, 2022. (12) 60-minute sessions of consultation during grade level PLC (5) 6 hour sessions of consultation during Learning Walks.
Budget and Source	\$5,000 - Title I - 3010

Students to be Served:

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

Scope of Service:

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

Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged, and Two or more races.	School wide and indicated student groups.
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Action 1.3

Action/Service	Provide certificated staff release time/extra duty for collaboration on supporting language production while using targeted writing strategies to promote language fluency. Will progress monitor through iReady vocabulary and learning walkthrough form.
Person(s) Responsible	Administration, Instructional Lead Teachers, and Intervention Teacher
Task(s) Timelines	August 23, 2021 through June 1, 2022
Budget and Source	\$7,000 - Title I - 3010

Students to be Served:**Scope of Service:**

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

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

Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged, and Two or more races.

School wide and indicated student groups.

Action 1.4

Action/Service	Provide professional development for certificated staff (instructional leads) in lesson design, effective reading and writing strategies. Will use iREADY informational text and learning walkthrough form to monitor progress.
Person(s) Responsible	Administration and Instructional Leads, Corwin
Task(s) Timelines	August 23, 2021 through June 1, 2022
Budget and Source	\$18,000 - Title I - 3010

Students to be Served:**Scope of Service:**

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

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

Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged, and Two or more races.

School wide and indicated student groups.

Action 1.5

Action/Service	Hire tutors to support students with the implementation of the reading strategy (summarizing) in the content area of ELA, Math, SS, Science and ELD. Will use iREADY informational text and learning walkthrough form to monitor progress.
Person(s) Responsible	Administration, AVID Elective Teacher
Task(s) Timelines	August 6, 2021 through June 1, 2022
Budget and Source	\$69,500.00 - Title 1 - 3010 (avid tutor).

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.

All students, Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged, and Two or more races.	School wide and indicated student groups.
--	---

Action 1.6

Action/Service	Provide professional development to certificated staff on developing language and writing for students to better communicate their thinking, reflection and self editing. Will use learning walkthrough form and iReady informational text to progress monitor.
Person(s) Responsible	Administration, Teacher, RCOE Consultant-Yamileth Shimojyo
Task(s) Timelines	August 6, 2021 through June 1, 2022
Budget and Source	\$11,300 - Title 1 - 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.

All students, Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged, and Two or more races.	School wide and indicated student groups.
--	---

Goal 2 2021-22

We will improve our overall distance from standard in Math for our Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged students by at least 6 points as measured by the CAASPP.

African American students will improve the distance from standard by 6 points in Math.

Students with disabilities will improve the distance from standard by 6 points in Math.

English Learners will improve the distance from standard by 6 points in Math.

Hispanics will improve the distance from standard by 6 points in Math.

Socioeconomically Disadvantaged students will improve from the distance from standard by 6 points in Math.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: 1.

Identified Need:

2020-2021 iREADY MATH DATA

AA students BOY 10/7% at or above (6 of 56)

AA students MOY 12.8% at or above (6 of 47)

Students with disabilities BOY 1.5% at or above (2 of 134)

Students with disabilities MOY 2.8% at or above (3 of 109)

English Learners BOY 1.6% at or above (3 of 190)

English Learners MOY 3.4% at or above (5 of 146) Teachers need professional development in the area of effective writing and reading instructional strategies.

Teachers and Administration need a data process to review and analyze student progress toward standards.

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

Metrics/Indicators	Baseline	2018-17	2019-20	2020-21
Math-SWD				
i-ready algebra/algebraic thinking SWD	(total average)			

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

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

Action 2.1

Action/Service	Provide consultation to teachers on the implementation of the inquiry process as it relates to algebra and algebraic thinking (oral and written production) and the student groups identified in the goal above. Will use iReady and walkthrough rubric to monitor progress.
Person(s) Responsible	Administration and Consultant-IAWP

Task(s) Timelines	August 23, 2021 through June 1, 2022. (12) 60-minute sessions of consultation during grade level PLC (5) 6 hour sessions of consultation during Learning Walks.
Budget and Source	\$5,000 - Title I - 3010

Students to be Served:

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

Scope of Service:

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

Students with Disabilities, African American, English Learners, Hispanics, Socioeconomically Disadvantaged, and Two or more races.

School wide and indicated student groups.

Goal 3 2021-22

We will increase the number of reclassified students by 5% as measured by the state criteria.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

Teachers need professional development in the area of effective writing and reading instructional strategies.
Teachers and Administration need a data process to review and analyze student progress toward standards
Students require the use of effective strategies to access ELD and ELA curriculum.

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

Metrics/Indicators	Baseline	2018-17	2019-20	2020-21
LAS				
iReady				
ELPAC				

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	To increase capacity in certificated staff with implementing standards based ELD and to increase quantity and quality of student language production. Will use learning walk form and iREADY informational text to monitor progress.
Person(s) Responsible	Administration, RCOE consultant-Lisa Rivera, Teachers
Task(s) Timelines	4.5 days of best practices for standards-based Integrated ELD training with content area teams (HSS, Science, Math & ELA) 1 day ELD 101 professional development for EL Team and Administration 2 days of best practices for standards-based Designated ELD training 6 days implementation learning walks August 9, 2021 through May 20, 2022
Budget and Source	\$19,500 - 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	Student group
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Action 3.2

Action/Service	Provide after school support for all ELLs in reading and writing to cite textual evidence to support analysis of text and to write arguments to support claims. Will use writing rubric to monitor progress
Person(s) Responsible	Administration, Teacher
Task(s) Timelines	September 14, 2021 through November 4, 2021
Budget and Source	\$3,700 - 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	Student group
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Goal 4 2021-22

We will decrease Chronic Absenteeism by 3% as measured by the state criteria.

State and/or Local Priorities addressed by this goal:

- 3. Basic Services
- 5. Student Engagement

Identified Need:

Red/African American maintained a -0.3%, but have 25.5% chronically absent
Orange/English Learners increased by 0.9%, but 12.1% are chronically absent.
Orange/Hispanics maintained by 0.1%, but 13% are chronically absent.
Orange/Two or more races increased 3.8%, and 17.1% are chronically absent
Orange/Students with Disabilities declined by 2%, but 20.7% are chronically absent.

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

Metrics/Indicators	Baseline	2018-17	2019-20	2020-21
California Dashboard				

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	To create a targeted success plan for Tier 3 students' to promote attendance in school, motivate them for improvement in behavior while engaging parents in the process. Will use AERIES Analytics to monitor progress and check-in and check-out form.
Person(s) Responsible	Administration, Parent Liaison
Task(s) Timelines	August 6, 2021 - June 1, 2022
Budget and Source	\$2,947 - 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

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

Student Groups.

African American, English Learners, Hispanics, Two or more races, Students with Disabilities

Schoolwide and indicated student groups

Action 4.2

Action/Service	
Person(s) Responsible	
Task(s) Timelines	
Budget and Source	\$ - 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.

--	--

Centralized Services for Planned Improvements in Student Performance

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

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

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

School Goal #4:

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.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
PBIS TOSAS	August - June	\$236,758.28		Title I - 3010
Cares Solace	August - June	\$23,136		Title I - 3010

Note: Centralized services may include the following direct services:

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

³ List the date an action will be taken or will begin, and the date it will be completed.

State Priorities and Local Indicators

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

California Dashboard Indicators

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

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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

Programs Included in this Plan

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

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

Select from:

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

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

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

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

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

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

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

Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)

Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).

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

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. **(Title III funds may not be consolidated as part of a SWP⁴)**

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	\$164,682	Yes
Title I, Part A: Parental Involvement	\$2,947	Yes

⁴ 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.	\$167,629	

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:	\$167,629
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Recommendations and Assurances

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

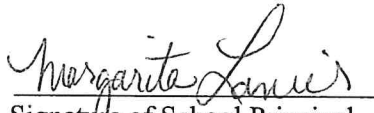
1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student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


Select from: English Learner Advisory Committee (required if school has more than 20 English Learners enrolled) Special Education Advisory Committee Gifted and Talented Education Advisory Committee Departmental Advisory Committee Other committees established by the school or district (list)	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC Chairperson-Patsy Gonzalez	Attended and Approved/Unavailable to sign in person
Guiding Coalition- Jessica Pennington	

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: 05/28/2021.

Attested:

Margarita Lanier
Typed name of School Principal
Brenda Gordon
Typed name of SSC Chairperson



Signature of School Principal


Signature of SSC Chairperson

05/28/2021
Date
05/28/2021
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.⁵ The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Crystal Yanez				x	
Brenda Gordon				x	
Clara Huerta				x	
Karla Wright-Gomez				x	
Elizabeth Nicolas		x			
Clara Sanchez		x			
Jessica Pennington		x			
Jennifer Lidar		x			
Cynthia Dominguez			x		
Margarita Lanier	x	x			
Number of members in each category	1	5	1	4	0

⁵ 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.⁶ 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

⁶ See “Programs Included in this Plan.” For information on programs in which your school participates, consult your district office.

Student Achievement” presentation⁷, 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:

⁷ <https://www.cde.ca.gov/fg/aa/lc/documents/schoolplanwebinar.pdf>

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

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

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Plan Summary

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

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

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

Needs Assessment -- Stakeholder Engagement

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

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

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

Instructions

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

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

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

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

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

Resource Inequities

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

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

Annual Evaluation and Needs Assessment

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

Goals, Actions, and Services

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

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

Goal

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

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

Related State and/or Local Priorities

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

Identified Need

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

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

Expected Annual Measurable Outcomes

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

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

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

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

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

Planned Actions/Services

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

Students to be Served

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

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

[This section meets the requirements for CSI.]

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

Scope of Service

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

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

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

Actions/Services

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

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

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

Person(s) Responsible

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

Task(s) and Timelines

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

Budgeted Expenditures

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/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 the its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC 52812* (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC 52176* (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

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

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

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

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