

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
Park Hill Elementary School Amy Rose a.rose@sanjacinto.k12.ca.us	33 67249 6109490	June 3, 2021	June 15, 2021

Purpose and Description

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

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

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

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

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

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

Our school vision states, "Park Hill Elementary is a community of teachers, parents, students, and support staff dedicated to providing a safe, supportive, and focused learning environment where all children can succeed. We are committed to teaching students the social/emotional, behavioral, and academic skills to support them in their future endeavors. We are committed to empowering our staff to meet the needs of each and every student by building capacity through ongoing coaching and professional development centered

around 21st Century Communication and Partnerships (LCAP 2018). Park Hill Elementary is focused on Improving family engagement by cultivating a trusting partnership with parents and our community to improve communication between stakeholders, particularly teachers and families.

2021-2022 Plan Summary

The Story

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

Park Hill Elementary School is located in a suburban community and is one of thirteen public schools within San Jacinto Unified School District serving the San Jacinto community. Park Hill ES, a TK-5 school, has a total enrollment of approximately 909 students. Park Hill Elementary students are diverse culturally and linguistically. The student population is composed of White (11.3%), Hispanic/Latino (68.4%), African-American (12.6%), Multiple (4.4%), American Indian or Alaska Native(1.4%), Pacific Islander (0.9%), Asian (0.7%), Filipino (0.3%), and Students with Disabilities (13.5%). English learners compose 34.5% of the total student enrollment. While there are a variety of second languages spoken among English learners such as Arabic, Ukrainian, Vietnamese, and Ilocano, Spanish is overwhelmingly the native language of a majority (96%) of English learners (California Department of Education, 2013). A large percentage (89.3%) of Park Hill ES students are socioeconomically disadvantaged and are eligible for free or reduced-price lunch.

Our regular school day begins at 8:45am and ends at 3:15pm; with 20 minutes of nutrition break and 40 minutes for lunch daily. The instructional week includes 1,550 minutes of instruction for 1st through 5th grade, 1,340 minutes for Kindergarten, and XXXX for Transitional Kindergarten. In addition, all English Learners receive 30 minutes within the instructional day of Designated English Language Development.

SPSA Highlights

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

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

Our plan focuses on the following areas:

1. Providing differentiated and personalized instruction to improve student achievement in ELA and Math.
2. English Learner support to include a focus on improving designated and integrated English Language Development instruction for English Learners.
3. Writing across all content areas and all grade levels, TK-5.
4. Inclusive practices for our students with IEPs, to include general and special education collaboration and professional development in the following areas: co-teaching, inclusive practices, and scaffolding and differentiating instruction.
5. Increase parent engagement by providing consultation and materials to parents and teachers for identified student groups who need intervention in academics, behaviors, and attendance.

Our PBIS Team strategically will focus on monitoring conditions and climate data which will be provided by AERIES analytics, CA Dashboard, Discipline Tracking forms, and the input and data provided from the Problem Solving Team. The PBIS team will be implementing the use of a digital monitoring system that will monitor positive student behavior and attendance. Social and emotional learning and school connectedness will be measured by Panorama Social-Emotional Learning student surveys and Fall and Spring Parent surveys.

Through our Guiding Coalition, our school leaders will monitor academic, attendance and behavior data on a regular basis. Guiding Coalition will continue to use this data to lead their grade level teams during their professional learning communities to increase their collective capacity in the areas of our students' needs.

Student data derives from multiple measures including but not limited to California Dashboard (CAASPP), ELPAC, Common Formative assessments at each grade level, writing assessments, attendance and discipline data and iREADY for ELA and Math.

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 student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

California School Dashboard: Academic Engagement-Chronic Absenteeism

All Students scored 8.2% chronically absent (declined 2.4%) from 10.6% in 2018.

Blue English Learners: scored 2.7% chronically absent (declined 4.3%) from 7% in 2018.

Green Students with Disabilities: scored 6.8% chronically absent (declined 8.7%) from 15.5% in 2018.

Green Hispanic: scored 7.7% chronically absent (declined 0.8%) from 8.5% in 2018.

Green Socioeconomically Disadvantaged: scored 8.3% chronically absent (declined 2.6%) from 10.9% in 2018.

Yellow African American: scored 14.8% chronically absent (declined 3.4%) from 18.2% in 2018.

Yellow 2 or More Races: scored 13.5% chronically absent (declined 9%) from 22.5% in 2018.

California School Dashboard: Conditions and Climate-Suspension Rate:

Yellow All Students scored 2.4% suspended at least once in 2019 (Maintained) -0.2%

Orange English Learners: 1.1% suspended at least once (increased) 0.3%.

Orange Hispanic: 2.6% suspended at least once (increased) 0.9%.

Yellow Socioeconomically Disadvantaged: 2.7% suspended at least once (maintained) 0.1%

Green African American: 2.6% suspended at least once (declined) 4.1%

Green Students with Disabilities: 1.9% suspended at least once (declined) 3.6%

Green White: 2.5% suspended at least once (declined) 0.6%

Blue Two or More Races: suspended at least once (declined) 4.3%

Summary

Park Hill Elementary students declined in being chronically absent from 10.6% during the 2018-2019 school year. Many identified groups improved by as much as 8.7%, particularly among our Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, and the EL students with this student group

moving into the Blue category. The Dashboard data used is from the 2018-2019 reporting period due to the school closure in March 2020. During the 2019-2020 school year, Park Hill Elementary implemented the Zones of Regulation curriculum at all grade levels.

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?

California School Dashboard

ELA Dashboard:

Orange All Students scored 45.8 points below standard (declined) 5.9= change score
Orange English Learners: 41.8 points below standard (maintained) -1.7 = change score
Orange Hispanic: 48.5 points below standard (declined) 3.5 = change score
Orange Socioeconomically Disadvantaged: 47.7 points below standard (maintained) -2.3 = change score
Orange White: 24.3 points below standard (declined) 9= change score
Red African American: 75.4 points below standard (declined) 6.6 = change score
Red Students with Disabilities: 129.6 points below standard (declined) 17 = change score

English Language Arts Data Comparison:

Current English Learners:

90.7 points below standard (maintained) -0.8 points

Reclassified English Learners:

17.9 points below standard (maintained) 0.7 points

English Only:

46.1 points below standard (declined) 7.4 points

Mathematics Dashboard:

Orange All Students scored 70.4 points below standard (declined) 8.4 = change score
Red African American: 101.4 points below standard (declined) 9.4 = change score
Red Students with Disabilities: 144.6 points below standard (declined) 23.3 = change score
Orange English Learners: 77.5 points below standard (declined) 10.7 = change score
Orange Hispanic: 77.4 points below standard (declined) 7 = change score
Orange Socioeconomically Disadvantaged: 72.2 points below standard (declined) 6.5 = change score
Orange White: 42.1 points below standard (declined) 17.6 = change score

Math Data Comparison:

Current English Learners:

110.3 points below standard (declined) 17.6 points

Reclassified English Learners:

26.8 points below standard (maintained) 2.1 points

English Only:

67.7 points below standard (declined) 6.8 points

Summary

There are two identified groups (AA and SWD) with significant scores of distance from standard in both reading and math, placing them in Red status. Both identified groups are significantly below proficiency requiring an urgent collaborative response to intervention. The EL student group shows lack of progress towards decreasing the distance from standard, almost doubling in points from their English only peers. Reclassified English Learners are maintaining the distance from standard and not showing progress towards decreasing the distance from standard.

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 at school unprepared).*

Problem Statements:

There are limited instructional supports provided for LTELs to improve reading.

Students with disabilities are not performing at the same rate as All Students.

English learners are demonstrating less growth in ELA iReady progress monitoring than All Students.

AA and AI students demonstrate an increase in distance from standard in ELA and Math and an increase in discipline referrals to office.

Aim Statements:

Increase LTEL access to instructional supports including targeted instruction in writing, utilization of Intervention teachers, designated and integrated classroom instruction as measured by iReady diagnostics, common formative assessments, and writing scores.

Increase the number of students with disabilities, decreasing distance from standard and progress towards attainment of grade level standards in reading and math as measured by iReady diagnostics, common formative assessments, and writing scores.

Improve the frequency and quality of small group instruction models to support all students as measured by classroom observations, learning walk through data, iReady diagnostics, common formative assessments, and writing scores.

Improve the culture and climate of the school by implementing restorative practices such as culturally responsive teaching and utilizing consultants/mentors and resources to increase ELA and Math proficiency, social emotional learning, restorative methods and school connectedness.

Resource Inequities

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

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

Students with Disabilities, English Learners, African American, and students of 2 or more races in ELA and Math show the greatest need for increasing the distance from standard.

We determined that not all our student groups who were underperforming had targeted actions/services addressing their academic needs in the areas of reading, math, and writing. The previous actions did not have measurable outcomes with specific goals to monitor effectiveness of the actions, particularly in writing. The team discovered that there is a need to focus on writing for all identified student groups. Previously,

there were no specific actions or goals aligned to increasing math proficiency and the team decided that there is a need to focus on math for the identified student groups. The team realized that due to Covid-19, many of the action items needed to be adopted and/or adapted for the 2020-2021 school year. No specific action items or goals were developed to decrease chronic absenteeism for identified groups within the Dashboard or local data. Due to school closures, it is unknown if any previous action steps were effective because they were not able to be implemented with the students not attending school in person for the remainder of the 2019-2020 school year and the majority of the 2020-2021 school year.

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)

2021/2022

SSC Meeting Dates: (3:00-4:00) 9/14, 10/19, 10/23, 1/20, 3/1, 4/17, 5/17.

ELAC Meeting Dates: (3:00 - 4:00) 10/12, 2/1, 4/26, 6/3.

Coffee with the Principal Dates: (3:00 - 4:00) 8/10, 8/14, 8/21, 9/14, 2/8, 2/22, 3/8.

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

District Advisory Council (DAC) meeting dates: 9/24, 1/28, 3/4, 5/20.

District English Learners Advisory Council (DELAC) meeting dates: 9/29, 12/10, 2/25, 4/15.

We publish multiple surveys for all stakeholders to provide information and insight relevant to the nature of student learning. Site leadership coalitions also exist to provide ongoing support in curriculum, discipline, and social emotional learning.

School Site Council (SSC) Election dates and results: Elections 10/16/20 - Shannon LaGalbo, Martha Tirardo, Rocio Hernandez, Maria Padilla (alternate). We had a total of 4 openings for our parent reps which were filled.

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

PBIS/Safety Team: meets monthly to discuss and implement supports for students and supports staff in collaborating with parents and students to achieve best safety outcomes while attending Park Hill Elementary School.

Problems Solving Team: meets every Monday throughout the school year. If a holiday falls on a Monday, the team meets on Tuesdays.

Impact on the SPSA and the Annual Evaluation

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

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:	\$ 150,228
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:	\$ 150,228

Supplemental Services

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

Annual Evaluation and Needs Assessment for Park Hill Elementary School

SPSA Year Reviewed: 2020-21

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

Goal 1 2020-21

ELA/Math

Increase progress towards attainment of grade level identified essential standards for students with disabilities in reading and math by 3% as measured by iReady diagnostics, grade level assessments, and student writing samples by May 2021.

State and/or Local Priorities addressed by this goal:

State Priorities:

- (2) Implementation of State Standards
- (4) Student Achievement
- (8) Other Student Outcomes

Local Priorities:

Implementation of State Standards ELD, ELA, and Math
Evidence of student work, CFA, benchmarks, CAASPP
College and Career Indicator

Board Priorities

- 1) Create student engagement through an equitable culture and climate.
- 2) Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.
- 3) Create safe and inclusive learning environments through community outreach, high quality staff, facilities and materials.

Annual Measurable Outcomes

Expected	Actual
Increase by 3% in ELA.	CAASPP-no data due to school closures from COVID-19. iReady- increased from 31.4% MOY 2019-2020 to 32.3% MOY 2020-2021.
Increase by 3% in Math.	CAASPP-no data due to school closures from COVID-19. iReady-decreased from 19.9% MOY 2019-2020 to 19.1% MOY 2020-2021.

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 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Collaboration with grade level teams and extra duty to participate in professional development.	Teacher teams met for 8 hours to collaborate on identifying learning targets for the grade level standards, including how to scaffold instruction for SWD.	\$15,000	\$7,240

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extended School Opportunities for students with IEP's; (2) Week Sessions or (4) Week sessions or Personalized Coaching Sessions.	Virtual online tutoring sessions were offered to students at each grade level. A total of 59 students participated.	\$10, 000	\$4,271

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development on Writing Instruction with a Writing Consult and from the Inland Area Writing Project UCR.	3 out of 6 professional development sessions have been organized for the 20-21 school year. The PD topics were relevant and designed based on teacher surveys. (4) Writing consultant virtual sessions were held 2/10-3/3/21.	\$15, 000	\$10,000

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Writing Institute on Writing Instruction with a Writing Consultant from the Inland Area Writing Project -UCR.	4 day Mini-Institute from Inland Area Writing Project provided from June 14-17, 2021 to 11 teachers.	\$10,000	\$10,000

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Material for implementing Writing Strategies.	Unable to implement due to the Distance Learning school schedule.	\$5,000	\$0

Evaluation (Goal 1)

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

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

Action	Goal	Outcome	Adapt, Adopt, Abandon
1.1. Collaboration with grade level teams and extra duty pay.	The Guiding Coalition met to discuss reading foundational skills and to make commitments on small group guided reading instruction at Tier 1. Each grade level developed learning targets and made commitments to the use of Running Records to monitor students' reading levels.	Action was partially implemented due to challenges with the Distance Learning model. Team will need to continue to meet to discuss progress monitoring tools, ongoing feedback and evaluation for the 21-22SY and to determine/revisit Tier 2 and Tier 3 interventions for SWD.	Adopt 1.1 for SPSA 2021-2022.
1.2 Extended School Opportunities (tutoring/coaching).	Provide (2) Week Sessions or (4) Week sessions.	Action was partially implemented due to Covid-19. Sessions were offered weekly through virtual online tutoring sessions and were offered to SWD at each grade level.	Adopt 1.2 for SPSA 2021-2022.
1.3 Professional development and consultation on writing.	Provide 90 minute professional development and 60 minute consultation sessions on strategies for writing instruction.	Action was fully implemented. The professional development topics were relevant and designed based on teacher surveys. (3) 90 minute professional development sessions were organized for the 20-21 school year.	Adopt 1.3 for SPSA 2021-2022 There was not enough time for Site PD due to District PD Fridays already designed for the 20-21SY. Teacher feedback on areas of need in Writing Instruction support

		(4) 60 minute writing consultant virtual sessions were held 2/10-3/3/21..	continuing the professional development. Writing training is not provided by the District.
1.4 Writing institute on writing instruction.	4 day Mini-Institute from Inland Area Writing Project to 11 PHE teachers committed to attending and developing coherence of writing expectations TK-5.	Action will be fully implemented June 14-17, 2021. This work will support the school wide professional development for all teachers that attend TEL, where the focus is on implementation of writing.	Abandon 1.4 for SPSA 2021-2022. This is an alternating, every other year action item. In the summer of 2022, the IAWP/UCR will provide a 4 week institute to those educators that apply and are accepted for no charge.
1.5 Materials for implementing writing.	There was no metric identified to monitor the action.	Action was not implemented due to delays with timelines from the distance learning model. No data due to the action not being implemented.	Adopt 1.5 for SPSA 2021-2022. Continue to support the implementation of writing and provide materials to students to demonstrate learning through writing.

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

Action 1.1-More time is needed to extend and build on the work from the District initiative of a focus on literacy, specifically small group reading instruction, learning intentions, and developing success criteria. Additional collaboration time is needed to continue the vertical collaboration that includes general education teachers and special education teachers. Teacher feedback on vertical collaboration that included general education and special education teachers reported that this was the most beneficial collaboration they have begun and want to continue to develop commitments and Tiered interventions.

Action 1.2-Not as many students that qualified attended and attendance was inconsistent. Students that had Personalized Coaching 1:1 wanted to increase times to more than once a week. Due to limitations of a Distance Learning School setting, this action is still in progress and more time is needed to evaluate long term goals. With the possible return to school in the Fall, more students may be able to participate in person. Teacher and parent surveys demonstrate the impact of relevance and effectiveness.

Action 1.3-Not enough time for Site PD due to District PD Fridays already designed for the 20-21 SY.

Action 1.4-In progress and will be completed 6/17/21; this is an alternating, every other year action item. In the summer of 2022, the IAWP/UCR will provide a 4 week institute to those educators that apply and are accepted for no charge.

Action 1.5-More collaboration time is needed to determine materials needed to implement writing for SWD.

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

Action 1.1-Due to distance learning and changing to hybrid instruction, staff was faced with many challenges. Teachers

worked collaboratively during contract hours, which caused a difference between the amount budgeted and the actual amount spent.

Action 1.2-Due to Covid-19, all tutoring was offered online and varied depending on staff and student availability, which caused a difference in the amount budgeted and the actual amount spent.

Action 1.3-The amount budgeted is the actual amount spent.

Action 1.4-The amount budgeted is the actual amount spent.

Action 1.5-Due to delays with timelines and the delay in collaboration time for teachers, the amount budgeted was not spent.

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

Goal 1 will be written to ensure we are addressing the needs of the identified student groups who are underperforming in writing as determined by the CAASPP data and as measured by the number of students scoring near or below grade level. Goal 1 of the 21-22 SPSA will include actions that support teacher collaboration, professional development in writing instruction, release time and extra duty pay to monitor the implementation of writing and assessment practices, and phonics intervention for grades 3-5, and parent engagement workshops. Input from the SSC for actions from the 20-21SY will be adapted and written to be adopted for the 21-22SY.

Goal 2 2020-21

Increase Parent Involvement and provide training resources to parents to close the gap in student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:

- (3) Parent Involvement
- (5) Student Engagement
- (6) School Climate

Local Priorities:

Parent Training and Participation
Attendance
Suspension Rate

Board Priorities:

- 1) Create student engagement through an equitable culture and climate.
- 2) Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.
- 3) Create safe and inclusive learning environments through community outreach, high quality staff, facilities and materials.

Annual Measurable Outcomes

Expected	Actual
Increase parent attendance at workshops.	Not enough data due to Covid-19 restrictions and limitations of social distancing measures.
Increase parent feedback from workshops and resources.	Not enough data due to Covid-19 restrictions and limitations of social distancing measures.

Increase student attendance for students in mentoring program.	Not enough data due to Covid-19 restrictions.
Increase in reading and math scores for students in mentoring program.	Data unavailable at time of approval.

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 training on Distance Learning, Attendance, Engagement,Behavior/ Academic Support and Literacy.	Provided 12 workshops on Distance Learning, Attendance, Engagement,Behavior/ Academic Support and Literacy for parents with Fit for Success Consultant Maria Elena Huizar.	\$10,000	\$10,000

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide student mentoring services and community outreach in regards to attendance, behavior and academic support.	Provided student mentoring services and community outreach in regards to attendance, behavior and academic support with Mind, Body, Soul consultant service.	\$20,000	\$20,000

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AA Literacy Workshop materials to foster literacy at home.	Created a committee to select books for students. Purchased books for library, classrooms, and parents.	\$18,000	\$11,816.77

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Extra Duty Teacher Pay	Due to Covid-19, this action was unable to be implemented for the AA Literacy workshop series.	\$2,000	\$0
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Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide interpretation/translation support for parents to aid with instruction.	Translation of parent documents for grade level events.	\$2,000	\$350

Action 2.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Liaison Materials for supporting Parent Workshops.	Purchased supplies to support parent workshop series and grade level meetings regarding next steps for parent engagement.	\$438	\$0

Evaluation (Goal 2)

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

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

Action	Goal	Outcome	Adopt, Adapt, Abandon
2.1 Provide training on Distance Learning, Attendance, Engagement,Behavior/Academic Support and Literacy.Marie Elena Huizar -Consultant on Parent Involvement.	Met with teacher teams from 2/26-3/12 to determine parent engagement needs and support by grade level. 12 workshops completed for parents.	Action fully implemented. Teacher surveys: 83% Teachers selected strongly agreed/agreed that the info was relevant and helpful. 78% Teachers selected strongly agreed/agree.	Adopt 2.1 for SPSA 2021-2022
2.2 Parent Outreach: Mind Body Soul Consultation,	6 Parent Workshops were given. 15+ parents	Action fully implemented.	Adopt 2.2 for SPSA 2021-2022.

James Wallace	attended. Weekly parent check-ins.		
2.3 AA Literacy Workshop materials to foster literacy at home.	Met with SJAAAC district members to select books on 10/14/20. Met with ELA TOSA and determined we needed to hold a Parent group. Identified Parent Group. Calendared Parent Meeting Groups 3/23, 4/20, and 5/11.	Action partially implemented due to Covid-19. Determined we needed to create a parent group to identify needs, select appropriate texts and then create a literacy workshop.	Adapt 2.3 for SPSA 2021-2022 Action item to include literacy workshops and materials for the AA student group to increase parent engagement in reading, vocabulary and writing strategies to use at home.
2.4 Extra Duty Teacher Pay	Facilitate AA Literacy Workshop for families.	Not implemented due to Covid-19 and Literacy Workshop moved to the 21-22SY. Determined we needed to create a parent group to identify needs, select appropriate texts and then create a literacy workshop.	Adopt 2.4 for SPSA 2021-2022.
2.5 Provide interpretation/translation.	Interpret and translate grade level documents for families.	Action partially implemented.	Adopt 2.5 for SPSA 2021-2022.
2.6 Parent Liaison Materials for supporting Parent Workshops.	Purchase materials to support Parent Workshops.	Action not fully implemented.	Adopt 2.6 for SPSA 2021-2022.

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

Action 2.1-The goal was to increase parent participation. Due to COVID-19, there were challenges with outreach in a distance learning model. We discovered we need to strategize additional outreach methods. Due to limitations of a Distance Learning School setting, more time is needed to evaluate long term goals. Teacher and parent surveys demonstrate the impact of relevance and effectiveness.

Action 2.2-The goal was to Increase parent participation. Due to COVID-19, there were challenges with outreach in a distance learning model. We discovered we need to strategize additional outreach methods. Due to limitations of a Distance Learning School setting, this action is still in progress and more time is needed to evaluate long term goals. Parent and student feedback demonstrate a need to continue with action to meet the needs of the identified student groups. Home visits, parent outreach, student groups, and parent workshops were delivered to meet the individual needs for each family/student through distance and hybrid learning models.

Action 2.3-The goal was to provide AA Literacy Workshop Series, including materials to support literacy at home. Through the process of identifying books for this action in 20/21, it was determined that a committee would need to be formed to meet the needs and complete next steps. During the 20/21SY, a committee was selected and 4 meetings were held to identify the texts to be used and the activities/strategies for the AA Literacy Workshop for the 21-22 school year.

Action 2.4-The goal of this action was to provide Extra Duty teacher pay to facilitate the AA Literacy workshop, however, due to Covid-19 and the outcomes of this action, it was determined that the literacy workshops would be conducted in the 21/22 school year.

Action 2.5-This action was to provide interpretation/translation support for parents to aid with instructional materials during distance and hybrid learning models. This was partially implemented.

Action 2.6-Due to delays with timelines and the lack of in person workshops, the amount budgeted was not spent.

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

Action 2.1-The amount budgeted is the actual amount spent.

Action 2.2-The amount budgeted is the actual amount spent.

Action 2.3-There were delays with timelines and books in stock with approved vendors, which caused a difference in the amount budgeted and the actual amount spent.

Action 2.4-The amount budgeted was not spent due to the outcome that we needed to create a parent group to identify needs, select appropriate texts, and then create a literacy workshop.

Action 2.5-The budgeted amount was more than the need for interpretation of instructional materials services, which caused a difference in the amount budgeted and the actual amount spent.

Action 2.6-The amount budgeted is the actual amount spent.

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

Goal 2 will be rewritten to ensure we are addressing the needs of the identified student groups who are underperforming in math as determined by the CAASPP data and as measured by the number of students scoring near or below grade level. Goal 2 of the 21-22 SPSA will include action items that support teacher collaboration, professional development in math instruction for writing short constructed responses, release time and extra duty pay to monitor the implementation of writing and assessment practices, and math fluency intervention for grades 2-5. Parent involvement, training, and resources will become actions that are adapted for the 21-22 SPSA Goals 1 and 3. Input from the SSC for actions from the 20-21SY will be adapted and written to be adopted for the 21-22SY.

Goal 3 2020-21

LTELS will increase in writing scores as determined by ELPAC and LAS assessments. Park Hill Elementary will increase the number of EL students scoring a 4 on the ELPAC by 1.5%.

State and/or Local Priorities addressed by this goal:

State Priorities:

(2) Implementation of State Standards

(4) Student Achievement

(8) Other Student Outcomes

Local Priorities:

Implementation of State Standards ELD

Evidence of student work, CFA, benchmarks, CAASPP

College and Career Indicator

Board Priority:

Create literate students at each grade level through individualized support with a focus on proficiency by 3rd grade.

Annual Measurable Outcomes

Expected	Actual										
LTELS will increase in writing by 1.5%.	Number of LTELS scoring at each level of the writing domain on LAS <table> <tr> <td>Level 1</td><td>6</td></tr> <tr> <td>Level 2</td><td>7</td></tr> <tr> <td>Level 3</td><td>6</td></tr> <tr> <td>Level 4</td><td>3</td></tr> <tr> <td>No data</td><td>3</td></tr> </table>	Level 1	6	Level 2	7	Level 3	6	Level 4	3	No data	3
Level 1	6										
Level 2	7										
Level 3	6										
Level 4	3										
No data	3										
EL students will increase in writing by 1.5%.	Number of ELs scoring at each level of the writing domain on LAS (This data includes LTELS.) <table> <tr> <td>Level 1</td><td>32</td></tr> <tr> <td>Level 2</td><td>33</td></tr> <tr> <td>Level 3</td><td>29</td></tr> <tr> <td>Level 4</td><td>8</td></tr> <tr> <td>No data</td><td>4</td></tr> </table>	Level 1	32	Level 2	33	Level 3	29	Level 4	8	No data	4
Level 1	32										
Level 2	33										
Level 3	29										
Level 4	8										
No data	4										

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
Collaboration with grade level teams to identify components/strategies of	Each grade level selected a teacher to attend 36 hours of professional	\$10,000	\$4,420

designated instruction. Teams will be provided extra duty and collaboration time to participate in professional development and identify components/strategies of designated instruction.	development in Thinking Maps for EL.		
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Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extended School Opportunities for EL students; Teachers in grades 3-5 will provide instructional support in writing based on LAS, CFA, and ELPAC.	Provide (2) Week Sessions or (4) Week sessions.	\$17,000	\$3,500

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Training/Professional Development on Writing Instruction for teachers.	7 teachers attended the Thinking Maps: Virtual A Path to Proficiency for ELL Direct Teacher Training.	\$15,000	\$15,000

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase RAZ Kids Reading Program component for EL students.	Purchased site license for RAZ Kids Reading Program component for EL students.	\$3,000	\$2,310

Evaluation (Goal 3)

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

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

Action	Goal	Outcome	Adopt, Adapt, Abandon
3.1 Collaboration and extra duty pay for staff.	A selected teacher team attended Thinking Maps: Virtual A Path to Proficiency for ELL Direct Teacher Training.	Teachers completed 36 hours each of training on how to implement Thinking Maps into their lessons and student reading and writing assignments. Extra duty pay was provided to attend.	Adopt 3.1
3.2 Action was implemented through virtual online tutoring/coaching sessions and were offered to EL students at each grade level.	Provide (2) Week Sessions or (4) Week sessions.	Action was partially implemented due to Covid-19. Sessions were offered weekly through virtual online tutoring sessions and were offered to SWD at each grade level.	Adopt 3.2
3.3 Training/Professional Development on Writing Instruction for teachers.	A selected teacher team attended Thinking Maps: Virtual A Path to Proficiency for ELL Direct Teacher Training.	A teacher from each grade level completed 36 hours each of training on how to implement Thinking Maps into their lessons and student reading and writing assignments. Conference registration was paid, which included the teacher manual.	Adopt 3.3
3.4 RAZ Kids Reading Program component for EL students.	Purchased site license for RAZ Kids Reading Program component for EL students.		Abandon 3.4-Educational Services will be purchasing the site licenses for RAZ Kids for all sites for the 21-22SY.

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

Action 3.1-More time is needed to extend and build on the training that the EL Experts at each grade level attended during the 20-21SY. For the upcoming school year, PHE will be developing, implementing, and supporting the District initiative of EL instructional components such as English 3d and for the LTELS and RFEPs. Additional collaboration time is needed to continue the vertical collaboration, focused on the strategies gained from the Thinking Maps training to identify, plan, and implement which strategies to use during instruction for EL.

Action 3.2-Not as many students that qualified for the virtual tutoring sessions actually attended and overall attendance was inconsistent.

Action 3.3-Now that a teacher at each grade level has been identified to attend the training for the Thinking Maps for

EL implementation, the team will need to build upon the Write From the Beginning Training that supports the use of TM to transfer to writing instruction.

Action 3.4-The RAZ kids EL program supported EL students during the distance learning and hybrid learning models and provided additional at home support online.

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

Action 3.1-Due to distance learning and changing to hybrid instruction, staff was faced with many challenges. Teachers worked collaboratively during contract hours, which caused a difference between the amount budgeted and the actual amount spent.

Action 3.2-The budgeted amount was more than the need for interpretation of instructional materials services, which caused a difference in the amount budgeted and the actual amount spent.

Action 3.3-The amount budgeted is the actual amount spent.

Action 3.4-The amount budgeted was slightly more than the quote to purchase the site license the actual amount spent.

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

Action 3.1-Extra duty to pay staff to attend training and collaboration opportunities outside of the contractual day. More time and work needs to be done to identify components of strategies for integrated and designated ELD instructional times.

Action 3.2-Due to limitations of a Distance Learning School setting, this action is still in progress and more time is needed to evaluate long term goals. With the possible return to school in the Fall, more students may be able to participate in person. Teacher and parent surveys demonstrate the impact of relevance and effectiveness.

Action 3.3-Teacher feedback on areas of need in Writing Instruction support continuing the professional development. Writing training is not provided by the District. Send teachers to attend WFTB training.

Action 3.4-Continue to support the implementation of writing and provide materials to students to demonstrate learning through writing.

Action 3.5-Due to the district wide interest at Elementary schools, Ed Services is purchasing the licenses for the RAZ kid, RAZ kids vocabulary, and RAZ kids EL editions.

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 SWD, AA, and SED student groups by at least 3 points as measured by the CAASPP.

Based on our needs assessment, 47 of our 49 AA, 81 of our 82 EL, and 38 of our 40 SWD students scored below or near standard for writing based on the 2018-2019 CAASSP assessment. We will increase the distance from standard in writing for our SWD, EL, AA by 3 points as measured by 2021-2022 CAASSP.

State and/or Local Priorities addressed by this goal:

State Priorities:
(2) Implementation of State Standards
(4) Student Achievement

(8) Other Student Outcomes

Local Priorities:

Implementation of State Standards ELD, ELA, and Math

Evidence of student work, CFA, benchmarks, CAASPP

College and Career Indicator

Board Priorities

- 4) Create student engagement through an equitable culture and climate.
- 5) Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.
- 6) Create safe and inclusive learning environments through community outreach, high quality staff, facilities and materials.

Identified Need:

2020-2021 MOY iReady School Year Data:

	Tier 1	Tier 2	Tier 3
Phonological Awareness	17%	9%	3%
Reading Comprehension: Informational Text	31%	28%	25%
Phonics	21%	16%	22%
Reading Comprehension: Literature	31%	29%	23%
Vocabulary	31%	30%	22%
High Frequency Words	24%	12%	8%

Students need to utilize instructional strategies for writing in their classwork.

Teachers need professional development on instructional strategies/support/differentiation in writing to meet the needs of the student group.

Teachers/Administration need a data process for writing achievement 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
iReady Diagnostics		Reading Tier 3: 23% Tier 2: 38% Tier 1: 39% Math: Tier 3: 21% Tier 2: 44% Tier 1: 34%	Reading Tier 3: 25% Tier 2: 43% Tier 1: 32% Math: Tier 3: 26% Tier 2: 55% Tier 1: 19%	Reading Tier 3: 24% Tier 2: 28% Tier 1: 32% Math: Tier 3: 25% Tier 2: 38% Tier 1: 20%
CAASPP		ELA: Red Students with Disabilities: 129.6 points below standard (declined) 17 = change score	*2018-2019 data listed due to Covid 19 school closures. ELA:	*2018-2019 data listed due to Covid 19 school closures. ELA:

		MATH: Red Students with Disabilities: 144.6 points below standard (declined) 23.3 = change score	Red Students with Disabilities: 129.6 points below standard (declined) 17 = change score MATH: Red Students with Disabilities: 144.6 points below standard (declined) 23.3 = change score	Red Students with Disabilities: 129.6 points below standard (declined) 17 = change score MATH: Red Students with Disabilities: 144.6 points below standard (declined) 23.3 = change score
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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 consultation from the Inland Area Writing Project to teachers on implementation of intensive inquiry into effective writing and assessment practice for SWD, AA, and SED students as measured by learning rounds data, teacher surveys three (3) times per year, and student writing scores.
Person(s) Responsible	Administration, Consultant, IAWP
Task(s) Timelines	August 23, 2021-June 1, 2022 60-minute sessions of consultation during grade level PLC (5) 6 hour sessions of consultation during Learning Rounds 90 minute professional development sessions delivered during site PD times
Budget and Source	\$ 7,500- 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.

SWD, Other student Groups	School wide
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Action 1.2

Action/Service	Provide staff release time for learning walks to monitor and provide feedback on the implementation of intensive inquiry into effective writing and assessment
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	practice and extra duty pay for collaboration time to discuss and plan instruction for SWD, AA, and SED student groups as measured by learning walk data, teacher surveys, iReady MOY and EOY scores.
Person(s) Responsible	Writing Intervention Teacher, ELA/ELD Intervention Teacher, Math Intervention Teacher, Administration.
Task(s) Timelines	August 23, 2021-June 1, 2022 (5) 6 hour sessions of learning rounds for classroom observations (20) hours of collaboration time
Budget and Source	\$ 10,500- 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.

SWD, Other Student Groups	School wide or Limited to Indicated Student Group/s
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Action 1.3

Action/Service	Increase parent engagement by providing consultation and materials to parents and teachers for SWD, AA and SED student groups who need intervention in academics, behaviors, attendance, and to help students make better choices and for parents to provide support at home, as measured by attendance, discipline data, parent surveys, iReady BOY, MOY, and EOY, scores.
Person(s) Responsible	Administration.
Task(s) Timelines	August 2, 2021-June 5, 2022 Weekly parent meetings to develop student plans. Weekly student mentoring groups. Weekly home visits.
Budget and Source	\$ 30,000 - 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.

Other student Groups	School wide or Limited to Indicated Student Group/s
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Action 1.4

Action/Service	Provide intervention in grades 3-5 to support SWD, AA, and SED students groups underperforming in phonics instruction as measured by BOY, MOY, EOY iReady phonics assessment data.
Person(s) Responsible	Administration, Teachers.
Task(s) Timelines	August 23, 2021-June 1, 2022 Purchase <i>iReady Phonics for Reading</i> consumables for students and <i>iReady Phonics for Reading</i> Teacher guides.
Budget and Source	\$ 4,000- Title I - 3010

Students to be Served:

Scope of Service:

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

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

SWD, Other Student Groups	School wide or Limited to Indicated Student Group/s
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Action 1.5

Action/Service	Provide ongoing workshops and materials for AA and SED student groups through the African American Literacy Workshop. This program will help students and parents with reading, vocabulary and writing strategies to use at home, as measured by workshop attendance, parent surveys, and BOY, MOY, EOY iReady phonics assessment data.
Person(s) Responsible	Administration, Teachers.
Task(s) Timelines	August 23, 2021-June 1, 2022 (2) 6 week workshops at 1.5 hours each session
Budget and Source	\$ 6,000- Title I - 3010

Students to be Served:

Scope of Service:

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

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

SWD, Other Student Groups	Limited to Indicated Student Group/s
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Goal 2 2021-22

We will improve our overall distance from standard in Math for Numbers and Operations for our SWD, AA, and SED student groups by at least 3 points as measured by the CAASPP.

State and/or Local Priorities addressed by this goal:

State Priorities:

- (2) Implementation of State Standards
- (4) Student Achievement
- (8) Other Student Outcomes

Local Priorities:

Implementation of State Standards ELD, ELA, and Math
Evidence of student work, CFA, benchmarks, CAASPP
College and Career Indicator

Board Priorities

- 7) Create student engagement through an equitable culture and climate.
- 8) Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.
- 9) Create safe and inclusive learning environments through community outreach, high quality staff, facilities and materials.

Identified Need:

2020-2021 MOY iReady School Year Data:

	Tier 1	Tier 2	Tier 3
Geometry	20%	33%	30%
Number and Operations	26%	38%	19%
Measurement and Data	26%	31%	25%
Algebra and Algebraic Thinking	27%	33%	21%

Students need to utilize instructional strategies in their classwork.

Teachers need professional development on instructional strategies/support/differentiation to meet the needs of the student group.

Teachers/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
iReady Diagnostics		Reading Tier 3: 23% Tier 2: 38% Tier 1: 39% Math: Tier 3: 21% Tier 2: 44% Tier 1: 34%	Reading Tier 3: 25% Tier 2: 43% Tier 1: 32% Math: Tier 3: 26% Tier 2: 55% Tier 1: 19%	Reading Tier 3: 24% Tier 2: 28% Tier 1: 32% Math: Tier 3: 25% Tier 2: 38% Tier 1: 20%
CAASPP		ELA: Red Students with Disabilities: 129.6 points below standard (declined) 17 = change score	*2018-2019 data listed due to Covid 19 school closures. ELA:	*2018-2019 data listed due to Covid 19 school closures. ELA:

		MATH: Red Students with Disabilities: 144.6 points below standard (declined) 23.3 = change score	Red Students with Disabilities: 129.6 points below standard (declined) 17 = change score MATH: Red Students with Disabilities: 144.6 points below standard (declined) 23.3 = change score	Red Students with Disabilities: 129.6 points below standard (declined) 17 = change score MATH: Red Students with Disabilities: 144.6 points below standard (declined) 23.3 = change score
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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 from the Inland Area Writing Project to teachers on implementation of intensive inquiry into effective writing and assessment practice in writing short constructed responses in math as measured by learning rounds data, and iReady scores.
Person(s) Responsible	Administration
Task(s) Timelines	August 23, 2021-June 1, 2022 (12) 60-minute sessions of consultation during grade level PLC (5) 6 hour sessions of consultation during Learning Rounds (6) 90 minute professional development sessions delivered during site PD times
Budget and Source	\$ 7,500- 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.

SWD, Other student Groups	School wide
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Action 2.2

Action/Service	Provide staff release time and extra duty for collaboration and learning walks with
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	IAWP to monitor and provide feedback on the implementation of intensive inquiry into effective writing and assessment practice of short constructed responses in math as measured by learning rounds data and teacher surveys.
Person(s) Responsible	Writing Intervention Teacher, ELA/ELD Intervention Teacher, Math Intervention Teacher, Administration.
Task(s) Timelines	August 23, 2021-June 1, 2022 (5) 6 hour sessions of learning rounds for classroom observations (20) hours of collaboration time
Budget and Source	\$ 10,500- 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.

SWD, Other Student Groups	School wide
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Action 2.3

Action/Service	Provide intervention in math fluency in grades 2-5 for SWD, AA, SED as measured by BOY, MOY and EOY iReady math assessment data.
Person(s) Responsible	Administration, Teachers.
Task(s) Timelines	August 23, 2021-June 1, 2022 Purchase math intervention program for math fluency for students in grades 2-5.
Budget and Source	\$ 3,300- Title I - 3010

Students to be Served:

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

Scope of Service:

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

SWD, Other Student Groups	Limited to Indicated Student Group/s
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Goal 3 2021-22

LTELS will increase in writing scores as determined by ELPAC and LAS assessments.
Park Hill Elementary will increase the number of EL students scoring a 4 on the ELPAC by 1.5%.

State and/or Local Priorities addressed by this goal:

State Priorities:

(2) Implementation of State Standards
 (4) Student Achievement
 (8) Other Student Outcomes

Local Priorities:

Implementation of State Standards ELD
 Evidence of student work, CFA, benchmarks, CAASPP
 College and Career Indicator

Board Priority:

Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.

Identified Need:

Teachers need training in Designated instruction, strategies, and writing instruction. Students require support with instructional writing strategies in designated and integrated ELD.

Teachers need collaboration time to analyze ELD standards, determine strategies to support instruction, and how to monitor progress.

Identify intervention support for EL students.

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

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21														
ELPAC		13 students proficient	6 students proficient	Data not available at time of approval.														
LAS		Not administered until 20-21SY.	Not administered until 20-21SY.	<div>Number of LTELS scoring at each level of the writing domain on LAS</div> <table><tr><td>Level 1</td><td>6</td></tr><tr><td>Level 2</td><td>7</td></tr><tr><td>Level 3</td><td>6</td></tr><tr><td>Level 4</td><td>3</td></tr><tr><td>No data</td><td>3</td></tr></table> <div>Number of ELs scoring at each level of the writing domain on LAS (This data includes LTELs.)</div> <table><tr><td>Level 1</td><td>32</td></tr><tr><td>Level 2</td><td>33</td></tr></table>	Level 1	6	Level 2	7	Level 3	6	Level 4	3	No data	3	Level 1	32	Level 2	33
Level 1	6																	
Level 2	7																	
Level 3	6																	
Level 4	3																	
No data	3																	
Level 1	32																	
Level 2	33																	

				<table><tr><td>Level 3</td><td>29</td></tr><tr><td>Level 4</td><td>8</td></tr><tr><td>No data</td><td>4</td></tr></table>	Level 3	29	Level 4	8	No data	4
Level 3	29									
Level 4	8									
No data	4									
CAASPP		<p>ELA: Orange English Learners: 41.8 points below standard (maintained) -1.7 = change score MATH: Orange Hispanic: 77.4 points below standard (declined) 7 = change score</p> <p>English Language Arts Data Comparison: <u>Current English Learners:</u> 90.7 points below standard (maintained) -0.8 points <u>Reclassified English Learners:</u> 17.9 points below standard (maintained) 0.7 points <u>English Only:</u> 46.1 points below standard (declined) 7.4 points</p> <p>Math Data Comparison: <u>Current English Learners:</u> 110.3 points below standard</p>	<p>*2018-2019 data listed due to Covid 19 school closures. ELA: Orange English Learners: 41.8 points below standard (maintained) -1.7 = change score MATH: Orange Hispanic: 77.4 points below standard (declined) 7 = change score</p> <p>English Language Arts Data Comparison: <u>Current English Learners:</u> 90.7 points below standard (maintained) -0.8 points <u>Reclassified English Learners:</u> 17.9 points below standard (maintained) 0.7 points <u>English Only:</u> 46.1 points below standard (declined) 7.4 points</p> <p>Math Data Comparison: <u>Current English Learners:</u> 110.3 points below standard</p>	<p>*2018-2019 data listed due to Covid 19 school closures. ELA: Orange English Learners: 41.8 points below standard (maintained) -1.7 = change score MATH: Orange Hispanic: 77.4 points below standard (declined) 7 = change score</p> <p>English Language Arts Data Comparison: <u>Current English Learners:</u> 90.7 points below standard (maintained) -0.8 points <u>Reclassified English Learners:</u> 17.9 points below standard (maintained) 0.7 points <u>English Only:</u> 46.1 points below standard (declined) 7.4 points</p> <p>Math Data Comparison: <u>Current English Learners:</u> 110.3 points below standard (declined) 17.6 points <u>Reclassified English Learners:</u> 26.8 points below standard (maintained) 2.1 points <u>English Only:</u> 67.7 points below standard (declined) 6.8 points</p>						

		(declined) 17.6 points <u>Reclassified English Learners:</u> 26.8 points below standard (maintained) 2.1 points <u>English Only:</u> 67.7 points below standard (declined) 6.8 points	(declined) 17.6 points <u>Reclassified English Learners:</u> 26.8 points below standard (maintained) 2.1 points <u>English Only:</u> 67.7 points below standard (declined) 6.8 points	
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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	Extra duty pay for staff to provide writing intervention for English Learners as measured by LAS and ELPAC writing scores.
Person(s) Responsible	Administration, Teachers
Task(s) Timelines	(2) 1hour sessions weekly for 6 weeks
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.

English Learners	Limited to Indicated Student Group/s.
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Action 3.2

Action/Service	Provide Certificated Guest Teacher(s) daily pay for targeted intervention in reading and writing for EL students as measured by LAS and ELPAC writing scores.
Person(s) Responsible	Administration, Guest Teacher(s), Teachers
Task(s) Timelines	August 23, 2021-June 1, 2022

	Provide small group instruction on reading and writing strategies for an identified grade level(s).
Budget and Source	\$ 35,000- 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.

English Learners	Limited to Indicated Student Group/s.
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Action 3.3

Action/Service	Provide conference registration fees and extra duty for staff to attend professional development on differentiating instruction using Thinking Maps and developing differentiated lesson plans for language proficiency levels of English Learners as measured by learning walk data, lesson plans, iReady ELA MOY and EOY, and LAS.
Person(s) Responsible	Writing Intervention Teacher, ELA/ELD Intervention Teacher, Math Intervention Teacher, Administration.
Task(s) Timelines	August 23, 2021-June 1, 2022 Registration fees or 6 teachers to attend Professional Development on writing strategies for ELL. 36 hours of extra duty pay for 6 teachers to attend the professional development on writing strategies for ELL.
Budget and Source	\$ 10,000- 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.

Other student Groups	Limited to Indicated Student Group/s
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Action 3.4

Action/Service	Provide consultation, materials, and parent workshops on early literacy skills for TK-K English Learner student group as measured by workshop attendance, parent surveys, and BOY, MOY, EOY kindergarten iReady phonics assessment data.
Person(s) Responsible	Administration, Fit for Student Success Consultant.
Task(s) Timelines	August 2, 2021-June 5, 2022

	<p>Fit for Student Success Consultant.-\$15,000</p> <ul style="list-style-type: none"> ● Provide (6) 1.5 hour parent workshops. <ul style="list-style-type: none"> ○ August 2021 - September 2021 ○ January 2022- February 2022 ○ April 2022 - May 2022 ● Consultation with grade level teams on parent engagement. ● Consultation with Community Liaison on school to home connections. <p>Materials for grade level parent workshops.-\$6,228</p>
Budget and Source	\$ 21,228 - 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.

Other student Groups	School wide
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Centralized Services for Planned Improvements in Student Performance

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

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

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

Note: Centralized services may include the following direct services:

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

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

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

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 SWP³)**

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

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

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

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

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

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$147,587	Yes
Title I, Part A: Parental Involvement	\$2,641	Yes

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

Subtotal amount of federal categorical funds allocated to this school.	\$150,228	

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:	\$150,228
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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:

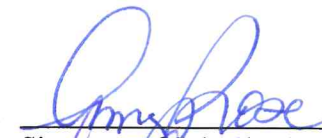
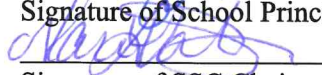
1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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 - Rocio Hernandez	
Intervention - La'Risa Corum	
Guiding Coalition - Jeanette Clark	

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: **June 3, 2021.**

Attested:

Amy ROSE
Typed name of School Principal
Maria Valencia
Typed name of SSC Chairperson


Signature of School Principal

Signature of SSC Chairperson

6/3/2021
Date
6/3/21
Date

School Site Council Membership

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

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Amy Rose	X				
Jacinda Coats		X			
Kristina Mchatton		X			
Jeanette Clark		X			
Christina Cook		X			
La-Risa Corum		X			
Maria Valencia			X		
Martha Tirado				X	
Rocio Hernandez				X	
Maria Padilla				X	
Rocio Hernandez				X	
Shannon LaGallo				X	
Patsy Gonzalez				X	
Alisa Guthrie				X	
Number of members in each category	1	5	1	7	

⁴ EC Section 52852

Addendum

The SPSA Template

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

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

Seven Recommended Steps for Developing the SPSA

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

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

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

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

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

Student Achievement” presentation⁶, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

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

School Plan for Student Achievement Annual Evaluation

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

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

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

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

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

⁶ <https://www.cde.ca.gov/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

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