

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
San Jacinto Leadership Academy Colonel Francis Sick fsick@sanjacinto.k12.ca.us	33 67249 0123844	05/27/2021	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).

Our purpose in developing SJLA's Schoolwide Program is to improve academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State's academic standards. Specifically, our plan should address the two student groups with a significant gap in performance in ELA - Students with Disabilities and current English Learners. Also, our plan for this academic year must address the decline in test scores for Math as evidenced by the last CAASPP (2019).

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

Our SJLA SPSA is aligned to our District's LCAP Goal #1 pertaining to Academic Achievement. Our goals, actions and services were derived by identifying underperforming student groups through the California Dashboard and through progress monitoring students groups with i-Ready in reading and math.

2021-2022 Plan Summary

The Story

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

As a magnet school within the San Jacinto Unified School District, the San Jacinto Leadership Academy serves this community by providing 6th, 7th, 8th, and 9th grade students a full and comprehensive education with the added advantage of an emphasis on leadership. Its student population of approximately 350 cadets mirrors that of the District where approximately 2% of students identify as American Indian, 1% as Asian, 8% African American, 73% Hispanic, 12% White, and another 4% of students who identify with multiple races. Furthermore, approximately 82% of students are socioeconomically disadvantaged, with 18% English Learners and 1% Foster Youth.

Our SJLA team has established the following 'Collective Commitments': our set of beliefs that we embrace

as inviolate; beliefs that we share and hold ourselves accountable to in the accomplishment of this work. Our actions are always driven by what we believe.

1. **We believe that each and every student can learn.**
 - a. We are committed to meeting their learning needs wherever and whenever they arise.
 - b. It is our professional obligation.
2. **We believe that we, together, are better than any one of us alone.**
 - a. Each of us brings a voice, a perspective, a strength to the team, to the fight.
 - b. We are committed to sustaining a vibrant collaborative culture where 'what's best for each of our students' dominates our discussions.
3. **We believe that we can get results.**
 - a. We are committed to each student's academic achievement and behavioral maturity.
 - b. We are committed to driving our discussions by analyzing our data and our processes with these as our success criteria.

Every SJLA cadet will:

- Meet or exceed State Standards by their 8th grade year as evidenced by their ELA score that year.
- Meet or exceed State Standards by their 8th grade year as evidenced by their Math score that year.
- Be fully prepared for Post Secondary college and career opportunities based upon their mastery of Leadership components of Character, Communication, Competence, and Citizenship.

SPSA Highlights

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

This year's SPSA will build on what we learned over the past two years. Namely, that a significant driver contributing to student growth was the focused collaboration among our teachers during Friday PLC time. We aim to leverage collaboration to provide the best practices in the classrooms consistently to support the success of our cadets. The second significant driver that is in this year's SPSA has been conspicuously absent in previous years. That is, an intentional Parent Involvement Plan focused on building the capacity of each family to support their child academically.

Needs Assessment -- Review of Performance

Greatest Progress

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

Name of Data Source - CA DASHBOARD 2019 data, iReady Diagnostic data

English Language Arts Dashboard (BLUE)

Academic: All students averaged 48.8 points above standard. Increased by 14 pts

- Caucasian (BLUE) 63.3 points above standard. Increased by 25.6 pts

- Socioeconomically Disadvantaged (**BLUE**) 46.8 points above standard. Increased by 15.1 pts
- Hispanic (**BLUE**) 45.6 points above standard. Increased by 14.8 pts
- English Language Learners (ALL) (**BLUE**) 29.8 points above standard. Increased by 16.1 pts
 - Reclassified English Learners 41.7 pts above standard. Increased by 19.5 pts.
- African American (No Performance Color) 38 points above standard. Increased by 4.8 pts
- Two or More Races (No Performance Color) 38.7 points above standard. Increased by 3.1 pts

This chart summarizes the comparison between the two years of iReady diagnostic READING data:

Longitudinal Analysis of iReady between 19-20 and 20-21				
	Net Change 19-20 (%)	% cadets, each Tier 19-20	Net Change 20-21 (%)	% cadets, each Tier 20-21
Overall Growth				
Tier 3	-8	11	0	15
Tier 2	-8	24	-7	19
Tier 1	15	65	7	66
Vocab Growth				
Tier 3	-3	20	-2	13
Tier 2	-11	24	-3	22
Tier 1	14	56	5	65
Comp Lit Growth				
Tier 3	-9	10	0	17
Tier 2	-5	21	-3	23
Tier 1	14	69	3	60
Comp Info Growth				
Tier 3	-12	14	0	23
Tier 2	-1	24	-5	18
Tier 1	12	62	4	59
ELL Growth	Net Change 19-20 (%)	% cadets, each Tier 19-20	Net Change 20-21 (%)	% cadets, each Tier 20-21
Tier 3	No Data	No Data	-16	67
Tier 2	No Data	No Data	-17	0
Tier 1	No Data	No Data	33	33
Students w/ special needs: no data available				

The following graphic visually depicts this 'READING' data disaggregation:.

American Indian or Alaska Native	MOY	64%	19%	17%	183/190
	BOY	56%	25%	19%	
Asian	MOY	93%	7%		14/14
	BOY	71%	14%	14%	
Black or African American	MOY	67%	22%	11%	18/19
	BOY	67%	22%	11%	
White	MOY	65%	16%	19%	74/76
	BOY	59%	28%	12%	
Other	MOY	67%	27%	6%	48/48
	BOY	65%	29%	6%	

English Learner Progress

- In the previous year's data, of the eleven students who are not yet reclassified as fluent, 81.8% are making progress towards English Language Proficiency. 9% maintained ELPI Level 4. 72.7% progressed at least one ELPI Level. Performance level = very high

Chronic Absenteeism (BLUE) 1.7% chronically absent. Maintained at -0.4%

- Socioeconomically Disadvantaged (BLUE) 2% chronically absent. Declined by -0.9%
- Hispanic (BLUE) 1.6% chronically absent. Declined by -0.9%
- African American (No Performance Color) 0% chronically absent. Maintained 0%
- English Learners (No Performance Color) 0% chronically absent. Declined by -7.1%
- Students with Disabilities (No Performance Color) 0% chronically absent. Change Score=no data
- Two or More Races (No Performance Color) 0% chronically absent. Change Score=no data.

Suspension Rate:

- English Learners: 0% suspended at least once.
- Two or more races: 0% suspended at least once.

Summary

Referencing the CAASPP (2019), the increase of 14 points DFS in ELA performance overall reverses the decrease from the previous year. 48.8 points DFS is almost up to the highwater mark of 53.6 points set in 2017. These increases in student performance are driven by the double digit gains posted by four groupings of students: Caucasian, Socioeconomically Disadvantaged, Hispanic, and English Language Learners.

iReady comparison of BOY and MOY shows significant growth especially in the movement of half the students out of Tier 3 in the year 19-20. Of interest is the comparison between the iReady data from 19-20

to 20-21. In Sep 20, SJLA committed to a focus on Vocabulary and the results of a 9% increase in Tier 1 by MOY is telling. At the same time, there was a 9% decrease in Tier 1 by MOY in comprehending Literature Text. There was also a lesser decrease (3%) by MOY in comprehending Information Text. There are any number of causal factors that contributed to these results, not the least of which is that the final quarter of the school year 2019 and all of the school year of 2020 (to date) has been conducted in a Distance Learning format.

NOTE: Math data analysis with State Test Scores reveals negative trends that will be covered in the 'Greatest Needs' section. In that section, Math iReady data, which reveals significant improvement in Math, will also be presented.

Last year's CAASPP growth and this year's iReady growth in ELA can be attributed, in part, to a focused and effective collaboration among the teachers. They collectively analyzed student data and developed a plan to improve student vocabulary and writing skills across all content areas. These initiatives are showing promise as evidenced by student growth in i-Ready, even in a tumultuous paradigm driven by a global pandemic response.

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?

Name of Data Source: CA Dashboard 2019 data, iReady Diagnostic data

Mathematics CA Dashboard (YELLOW)

Academic: All students averaged 10.9 points below standard. Decreased by 17 pts

- English Learners (ORANGE) 34.7 pts below standard. Decreased by 16.8 pts
- Students with Disabilities (No Performance Color) 63.2 pts below standard. Change score= no data
- African American (No Performance Color) 21.2 pts below standard. Decreased by 9.8 pts
- Two or More Races (No Performance Color) 10.1 pts below standard. Decreased by 10 pts

This chart summarizes the comparison between the two years of iReady 'MATH' diagnostic data:

Longitudinal Analysis of iReady between 19-20 and 20-21				
	Net Change 19-20 (%)	% cadets, each Tier 19-20	Net Change 20-21 (%)	% cadets, each Tier 20-21
Overall Growth				
Tier 3	-8	10	2	11
Tier 2	-13	37	-7	38
Tier 1	21	53	5	51
Numbers/Ops				
Tier 3	-10	13	2	13
Tier 2	-8	33	2	22
Tier 1	12	55	5	52
Alg & Alg Thinking				
Tier 3	-9	11	1	17
Tier 2	-8	35	-3	23
Tier 1	17	54	3	48
Measure & Data				
Tier 3	-7	11	-3	10
Tier 2	-4	30	-2	26
Tier 1	11	59	5	64
Geometry				
Tier 3	-12	13	-2	16
Tier 2	-10	34	-5	36
Tier 1	22	53	7	48
ELL Growth	Net Change 19-20 (%)	% cadets, each Tier 19-20	Net Change 20-21 (%)	% cadets, each Tier 20-21
Tier 3	No Data	No Data	0	50
Tier 2	No Data	No Data	-17	33
Tier 1	No Data	No Data	17	17
Students w/ special needs: no data available				

The following graphic visually depicts this data:

American Indian or Alaska Native	MOY	53%	36%	12%	180/190
	BOY	46%	46%	8%	
Asian	MOY	69%	31%		13/14
	BOY	62%	38%		
Black or African American	MOY	59%	41%		17/19
	BOY	53%	35%	12%	
White	MOY	38%	47%	15%	73/76
	BOY	38%	52%	10%	
Other	MOY	55%	36%	9%	47/48
	BOY	49%	40%	11%	

English Learner Progress

- All English Learners (RFEP and ELL) are 46.3 pts below standard in ELA. Change Score=no data.
- Current English Learners (ELL) are 101 pts below standard in MATH. Change Score=no data.

Suspension Rate:

- Caucasian (**ORANGE**) 3.6% suspended at least once. Increased by 1.4%
- Socioeconomically Disadvantaged (**YELLOW**) 1.2% suspended at least once. Increased 0.7%
- African American (No Performance Color) 4.5% suspended at least once. Increased 4.5%
- Students with Disabilities (No Performance Color) 7.7% suspended at least once. Increased by 7.7%
- In the 2020-2021 school year, the suspension rate has dropped to 0% That is a 1.3% reduction from last year. NOTE: the comparison may not be valid due to the online learning format.

Summary

Referencing the CAASPP (2019), the decrease of 17 pts from DFS in MATH from 2018 continues a downward trend from 2017. Over the past two years, overall DFS has dropped from 19.8 pts above standard to 10.9 pts below standard.

However, an upward trend displayed in i-Ready growth in 2019-2020 may be an indicator of the reversal of this negative trend. The fact that the iReady data reveals significant increases in student performance across all four Domains further substantiates the conclusion that a reversal in the downward trend in CAASPP scores over the past two years may be at hand. Note that this optimism must be tempered with the relatively flat growth across the four domains in the iReady data in 2020-2021.

With a 5.5% rate of chronic absenteeism at the start 2019, it was a struggle to bring that rate down by the end of the year. However, End of Year chronic absenteeism leveled at 2.1% which is about the same as this

time last year. Given the impact of the COVID-19, it was first predicted that Chronic Absenteeism would continue to be an area of concern. However, throughout 2020-2021, frequent and intentional monitoring and subsequent communication and connection with families of students who are chronically absent proved instrumental in further reducing SJLA's Chronic Absentee rate to 0.3%

In terms of suspension, while any suspension of any student is cause for concern, SJLA's increase in suspension rate in 2019 is still about half of the State average (3.4%). By the end of 2020, the suspension rate dropped down to 1.3% which is lower than 2019 by 0.4% (Schoolzilla data). With the onset of Distance Learning, focused mentoring and follow up to meet specific student socio-emotional needs turned out to be the appropriate and logical next steps to successfully support each cadet's socio emotional learning.

Performance Gaps

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

Performance Gaps

As identified by CAASPP 2019 analysis of ELA scores, the following data suggests:

ELA: student groups that are two or more performance levels below the "all student performance standard." (48.8 pts above)

-While not identified by a 'performance color', Students with Disabilities (13 total) achieved 28.8 pts below standard. 'All student performance' achieved 48.8 pts above standard. That is a 'gap' of over 75 pts.

-While not identified by a 'performance color', Students who are Current English Learners (11 total) achieved 46.3 points below standard. 'All student performance' achieved 48.8 pts above standard. That is a 'gap' of over 95 pts.

As identified by iReady reading data, the following data substantiates the gaps identified by state scores:

-Students with Disabilities lag significantly behind their peers in Reading as evidenced by 29% achieving on or above grade levels. Their peers achieve 66% on or above grade level.

-Students who are Current English Learners demonstrate grade level proficiency at a rate of 33%. While their peers demonstrate grade level proficiency at a rate of 66%

As identified by CAASPP 2019 analysis of Math scores, the following data suggests:

MATH: student groups that are two or more performance levels below the 'all student performance standard.' (10.9 pts below)

-While not identified by a 'performance color', Students with Disabilities (13 total) achieved - 63.2 pts below standard. 'All student Performance' achieved 10.9 pts below standard. That is a 'gap' of over 50 pts.

-With all students under performing, English Learners (**Current and Reclassified**) were identified with a 'gap' of one performance color below **all students** (Orange-Yellow). Current English Learners (11 total) achieved

101 points below standard. This is a gap of about 90 points below the 'all student' performance achievement of 10.9 points below standard.

-While not identified by a 'performance color', African American (21 total) achieved 21.2 pts below standard. 'All student Performance' achieved 10.9 pts below standard. That constitutes a 'gap' of about 10 pts below all students. However, while the average decline for all students was 17 points, that of African American students was only half that--9.8 points.

As identified by iReady Math data, the following data either substantiates the gaps identified by state scores or contradicts the data from state scores:

-Students with Disabilities demonstrate grade level proficiency at a rate of 37% While their peers demonstrate grade level proficiency at a rate of 51% (Substantiates)

-Students who are current English Learners demonstrate grade level proficiency at 17% While their peers demonstrate grade level proficiency at a rate of 51% (Substantiates)

-Black or African American students demonstrate grade level proficiency at a rate of 59% While their peers demonstrate grade level proficiency at a rate of 51% (Contradicts)

Chronic Absenteeism: per Schoolzilla, current data shows African American students at 4.8% which is 1 of 21 students. It shows Hispanic students at 2.2% which is 6 of 277 students. It shows Caucasian students at 1.9% which is 1 of 54 Students. Put into perspective, the District goal for all schools is 7.7%. This data reveals that chronic absenteeism is more about working with individuals than addressing student groups in the aggregate. That continues to hold true with the data from 2020-2021. Through consistent and timely follow up, Chronic Absentee rates fell to 0.3%

Suspensions: per Schoolzilla, current data shows African American students at 9.5% which is 2 of 21 students. It shows Hispanic students at 1.1% which is 3 of 277 students. Put into perspective, the District goal for all schools is 3.0%. This data reveals that suspensions are more about working with individuals than addressing student groups in the aggregate. With the shutdowns in response to the Pandemic, behavior trends shifted from behavior that required the 'time out' of suspension, to behavior that required proactive connection and socio emotional learning as interventions. With cadets in an online environment, suspensions logically dropped to 0%. As might be expected, the need to proactively monitor and reach out to students in response to their stress, anxiety, isolation and depression significantly increased.

Problem Statements:

ELA: There is a gap of over 75 points between the average ELA scores for Students with Disabilities (13 total) and that of the average ELA scores of all students as evidenced in CAASPP 2019 data. Most recent iReady data substantiates that this gap exists as evidenced by 29% of Students with Disabilities perform on or above grade level while their peers demonstrate grade level or above proficiency at a rate of 66%

ELA: There is a gap of over 95 points between the average ELA scores for current English Learners (11 total) and that of the average ELA scores of all students as evidenced in CAASPP 2019 data. Most recent iReady data substantiates that this gap exists as evidenced by 33% of current English Learners perform on or above grade level while their peers demonstrate grade level or above proficiency at a rate of 66%

ELA: Based upon the most recent iReady data (2020), fewer students exited from Tier 3 and Tier 2 levels than in the previous year (2019).

MATH: Overall, average student Math achievement scores have decreased by approximately 30 pts, from nearly 20 pts above standard to nearly 11 pts below standard from 2017 to 2019. All student Math achievement scores for all student groups decreased from 2018 to 2019. IReady data from the past two

years demonstrate significant (2019) and modest growth (2020). Yet, the overriding problem is that only 50% of all cadets demonstrate grade level proficiency as evidenced by both CAASPP and iReady data.

MATH: Math scores for Students with Disabilities (13 total) are at 63.2 pts below standard. That is over 50 points below the 'all student average' score of 10.9 points below standard. Most recent iReady data (2020) substantiates this gap as evidenced by 37% of Students with Disabilities perform on or above grade level while their peers demonstrate grade level proficiency at a rate of 51%

MATH: Math scores for all English Learners (current and reclassified-81 total-ORANGE) are one full 'performance color' below the 'all student performance color' (YELLOW). At 101 pts below standard, current English learners (11 total) are about 90 points below the average achievement level of all students. Most recent iReady data from this year (2020) substantiates this gap as evidenced by 17% of current English Learners perform on or above grade level while their peers demonstrate grade level proficiency at a rate of 51%

MATH: Based upon the most recent iReady data (2020), fewer students exited from Tier 3 and Tier 2 levels than in the previous year (2019).

NOTE: while student data does not address our changing technology needs, the closing of the school campuses due to COVID-19 has significantly raised the need for high quality distance learning capabilities.

The SPSA goals will be based on these needs. Check that they also align with the LCAP Goals

Problem Statements lead to Aim Statements:

Aim or Goal Statement #1: Raise (ELA) CAASPP scores for Students With Disabilities (13 total) by 15 points, from -28.8 to -13.8 DFS.

Aim or Goal Statement #2: Raise (ELA) CAASPP scores for current English Learners (11 total) by 15 points, from -46.3 to -31.3 DFS.

Aim or Goal Statement #3: Raise (MATH) CAASPP scores for Students with Disabilities (13 total) by 15 points, from -63.2 to -48.2 DFS.

Aim or Goal Statement #4: Raise (MATH) CAASPP scores for current English Learners(11 total) by 15 pts, from -101 to -86 DFS.

Resource Inequities

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

A root cause analysis was conducted and it was determined that classroom teachers need to provide adequate scaffolding to help SWD/ELLs access the grade level vocabulary embedded within complex text. Classroom teachers also need to provide consistent close reading strategies to help SWD/ELLs comprehend both literary and informational texts. This includes Math classes where the complex text involves 'real world' or 'word' problems.

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)

The School Council SSC) met monthly this year. The development of this SPSA to include the needs assessment and the review and evaluation of the previous year's SPSA was thoroughly discussed as evidenced in the agenda and meeting minutes of each month's SSC meeting.

Impact on the SPSA and the Annual Evaluation

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

The SSC made significant contributions to this year's SPSA by abandoning several actions and adapting others based upon our student academic achievement data.

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:	\$ 50,462
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:	\$ 50,462

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 San Jacinto Leadership Academy

SPSA Year Reviewed: 2020-21

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

Goal 1 2020-21

Maintain or increase student achievement for 'all students' in ELA by 3 points as measured by the CAASPP, using diagnostics, strategic instructional practices (Teacher Clarity), and encouraging parent support. Increase the DFS for SWD and ELs by 10 points each year for four years as measured by the state test.

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

State Priorities: 2. [Implementation of State Standards](#): Includes ELD, NGSS, SSH in addition to ELA and Math

4. [Student Achievement](#): Evidence of student work, CFA, benchmarks, CAASPP...
3. [Parent Involvement](#): Input, training, and participation

Local Priorities: LCAP Goal #1-Future Ready Learners: Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

LCAP Goal #4-21st Century Communication and Partnerships: Implement a positive, safe and engaging school climate and home/school/community partnerships in a student-centered environment where the culture reflects high levels of trust, effective collaboration and meaningful relationships.

Annual Measurable Outcomes

Expected

Actual

CAASPP : 3 points as measured by the CAASPP	CAASPP was not administered.
Increase the DFS for ELs by 10 points each year for four years as measured by the state test.	CAASPP was not administered
Increase the DFS for SWD by 10 points each year for four years as measured by the state test.	CAASPP was not administered

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
Engage all certificated staff in collaboration on what are the essential standards, deconstruct those standards into learning progressions and learning intentions as they pertain to the CAASPP, identify success criteria, create common formative assessments, and plan lessons that achieve the desired Gradual Release of Responsibility.	Engage all certificated staff in collaboration on what are the essential standards, deconstruct those standards into learning progressions and learning intentions as they pertain to the CAASPP, identify success criteria, create common formative assessments, and plan lessons that achieve the desired Gradual Release of Responsibility.	No cost	No cost

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with classroom support through various models including but not limited to co-teaching (allowing for intensive small group instruction), classroom observations (to witness	This action was piloted with my 7th grade math department.	\$4080.00	\$0.00

best practices), and ongoing collaborative progress monitoring of student data.			
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Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Subs for teachers to then observe other teachers in their classrooms, attend Professional Development opportunities, and participate in Instructional Rounds.	Did not occur. Due to COVID, this action was not able to be implemented.	\$3840.00	0.00

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand Library resources. Currently, there is no central Library. Instead, each ELA classroom has a few bookshelves that contain a small number of paperbacks. Adding a significant number of books that represent a diverse culture with a broad lexile range will positively impact the reading skills of all students especially those facing language barriers.	Expand Library resources. Currently, there is no central Library. Instead, each ELA classroom has a few bookshelves that contain a small number of paperbacks. Adding a significant number of books that represent a diverse culture with a broad lexile range will positively impact the reading skills of all students especially those facing language barriers	\$19,313.00	\$9,379.55

Action 1.5

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

Action 1.6

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

Evaluation (Goal 1)

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

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

Action	Implementation (fully,partially,not all)	data (implementation, outcome)	Adapt, adopt, abandon
1.1	fully	Friday PLC calendar established, agendas and minutes posted/archived, increase in student achievement evidenced in iReady growth (BOY/MOY)	Abandon
1.2	partially	long term sub procured by mid-year, data analysis done, under achieving cadets scheduled for intervention, assignments completed, more engagement in classrooms.	Adapt.
1.3	not all	due to COVID, instruction transitioned to virtual format.	Adapt.
1.4	partially	some library resources were purchased with the priority being books that are more aligned with our demographics	Abandon. Future Library purchases will be funded through other than Title 1.

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

- 1.1 PLC process is maturing each Friday that we meet. Our diagnostic results indicate growth even instruction is provided in a virtual format.
- 1.2 This initiative was very effective in terms of getting intervention services directly provided to the cadets who are/were underachieving.
- 1.3 Due to COVID, Instructional Rounds were sidelined. However, this practice is strongly supported by the research. Thus, it is worth attempting once instruction returns to campus.

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

- 1.1 No material differences between Budgeted and Estimated Expenditures.
- 1.2 The difference of \$4080.00 is due to the fact that COVID made it difficult to get substitute teachers.
- 1.3 The material difference of \$3840.00 is due to the transition to virtual learning platforms.
- 1.4 The material difference of \$10,000.00 is due to the very specific list of book titles that would align with our site demographics.

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.

This goal will change to reflect direct support for underachieving cadets to include but not limited to English Learners and Students with Special Needs.

Goal 2 2020-21

Maintain or increase student achievement in Math by 7 points minimum as measured by the CAASPP, using diagnostics, strategic instructional practices (Teacher Clarity), and encouraging parent support. Decrease the DFS for SWD and ELs by 10 points each year for four years as measured by the state test.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. **Implementation of State Standards:** Includes ELD, NGSS, SSH in addition to ELA and Math

4. **Student Achievement:** Evidence of student work, CFA, benchmarks, CAASPP...
3. **Parent Involvement:** Input, training, and participation

Local Priorities: LCAP Goal #1-Future Ready Learners: Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

LCAP Goal #4-21st Century Communication and Partnerships: Implement a positive, safe and engaging school climate and home/school/community partnerships in a student-centered environment where the culture reflects high levels of trust, effective collaboration and meaningful relationships.

Annual Measurable Outcomes

Expected	Actual
CAASPP (ALL) increase student achievement in Math by 7 points minimum as measured by the CAASPP	CAASPP was not administered.
CAASPP (ELLs) Decrease the DFS for ELs by 10 points each year for four years as measured by the state test.	CAASPP was not administered.
CAASPP (SWDs) Decrease the DFS for SWD by 10 points each year for four years as measured by the state test.	CAASPP was not administered.

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
Engage all certificated staff in collaboration on what are the essential standards, deconstruct those standards into learning progressions and learning intentions as they pertain to the CAASPP, identify success criteria, create common formative assessments, and plan lessons that achieve the desired Gradual Release of Responsibility.	Engage all certificated staff in collaboration on what are the essential standards, deconstruct those standards into learning progressions and learning intentions as they pertain to the CAASPP, identify success criteria, create common formative assessments, and plan lessons that achieve the desired Gradual Release of Responsibility.	No cost.	No cost.

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with classroom support through various models including but not limited to co-teaching (allowing for intensive small group	This action was piloted with my 7th grade math department.	\$4080.00	\$5,700.55

instruction), classroom observations (to witness best practices), and ongoing collaborative progress monitoring of student data.			
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Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Subs for teachers to then observe other teachers in their classrooms, attend Professional Development opportunities, and participate in Instructional Rounds.	Did not occur. Due to COVID, this action was not able to be implemented.	\$3840.00	0.00

Action 2.4

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

Evaluation (Goal 2)

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

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

Action	Implementation (fully,partially,not all)	data (implementation, outcome)	Adapt, adopt, abandon
2.1	fully	Friday PLC calendar established, agendas and minutes posted/archived, increase in student achievement evidenced in iReady growth (BOY/MOY)	Abandon
2.2	partially	long term sub procured by	Adapt.

		mid-year, data analysis done, under achieving cadets scheduled for intervention, assignments completed, more engagement in classrooms.	
2.3	not all	due to COVID, instruction transitioned to virtual format.	Adapt.

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

- 2.1 PLC process is maturing each Friday that we meet. Our diagnostic results indicate growth even instruction is provided in a virtual format.
- 2.2 This initiative was very effective in terms of getting intervention services directly provided to the cadets who are/were underachieving.
- 2.3 Due to COVID, Instructional Rounds were sidelined. However, this practice is strongly supported by the research. Thus, it is worth attempting once instruction returns to campus.

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

- 2.1 No material differences between Budgeted and Estimated Expenditures.
- 2.2 The difference of \$1,700 is due to the use and payment of one long term substitute who worked closely and effectively with our 7th grade Math teacher.
- 2.3 The material difference of \$3840.00 is due to the transition to virtual learning platforms.

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.

This goal will change to reflect direct support for underachieving cadets to include but not limited to English Learners and Students with Special Needs.

Goal 3 2020-21

Improve collaboration between all subject matter teachers to improve ELD instruction with an emphasis on the delivery of designated and integrated language support.

State and/or Local Priorities addressed by this goal:

- State Priorities: 2. **Implementation of State Standards**: Includes ELD, NGSS, SSH in addition to ELA and Math
- 4. **Student Achievement**: Evidence of student work, CFA, benchmarks, CAASPP...
- 3. **Parent Involvement**: Input, training, and participation

Local Priorities: LCAP Goal #1-Future Ready Learners: Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.
 LCAP Goal #4-21st Century Communication and Partnerships: Implement a positive, safe and engaging school climate and home/school/community partnerships in a student-centered environment where the culture reflects high levels of trust, effective collaboration and meaningful relationships.

Annual Measurable Outcomes

Expected	Actual
CAASPP : 3 points as measured by the CAASPP	CAASPP was not administered.
Increase the DFS for ELs by 10 points each year for four years as measured by the state test.	CAASPP was not administered
Increase the DFS for SWD by 10 points each year for four years as measured by the state test.	CAASPP was not administered
CAASPP (ALL) increase student achievement in Math by 7 points minimum as measured by the CAASPP	CAASPP was not administered.
CAASPP (ELLs) Decrease the DFS for ELs by 10 points each year for four years as measured by the state test.	CAASPP was not administered.
CAASPP (SWDs) Decrease the DFS for SWD by 10 points each year for four years as measured by the state test.	CAASPP was not administered.

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
Increase applicable professional development in English Learner Development standards and practices to improve designated and integrated lesson design.	Actions not implemented.	\$3,000.00	0.00

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Build stronger teacher and parent partnership and parent capacity through the implementation of an English Learner Advisory Committee (ELAC).	ELAC committee formed.	\$5,000.00	0.00

Action 3.3

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

Action 3.4

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

Evaluation (Goal 3)

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

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

Action	Implementation (fully, partially, not all)	data (implementation, outcome)	Adapt, adopt, abandon
3.1	not all	Due to COVID and the shift to Distance Learning Online, PD and collaboration shifted its priorities to match the immediate needs.	Adapt.
3.2	partially	Formed an ELAC.	Adapt.

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

- 3.1 Not effective due to COVID and the reassessing of the priorities based upon this new paradigm of virtual learning.
- 3.2 Partially effective in that an ELAC was formed and can be built upon in the future.

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

- 3.1 There was a material difference of \$3,000.00 due to the impact of COVID on the ability to organize, plan, and deliver coherent PD.
- 3.2 There was a material difference of \$5,000.00 due to the impact of COVID.

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.

Establish and sustain a program of intentional collaboration between all subject matter teachers to improve ELD instruction with an emphasis on the delivery of designated and integrated language support.

Goal 4 2020-21

State and/or Local Priorities addressed by this goal:

Improve school Climate by increasing Parent Engagement opportunities and provide enrichment opportunities and interventions to promote school connectedness through SEL, Attendance incentive, and restorative practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority #3: Parent Involvement (Engagement), Priority #5: Student Engagement (Engagement), Priority #6 School Climate (Engagement).

Local Priorities: Goal #4 21st Century Communication and Partnerships: Implement a positive, safe and engaging school climate and home/school/community partnerships in a student centered environment where the culture reflects high levels of trust, effective collaboration and meaningful relationships.

Annual Measurable Outcomes

Expected	Actual
Schoolzilla Suspension Rates reduced by 1%	Suspension Rates reduced by 1.3%
Schoolzilla Chronic Absenteeism Rates reduced by 1%	Chronic Absentee Rates reduced by 1.8%
Development of effective Distance Learning platforms and strategies All teachers create Google Classrooms. All Students have access with a device at home	100% of teachers created and effectively used Google Classroom. 100% of students had access to Distance Learning

	platforms with a device at home.

Actions / Services

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

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add a Parent Liaison at a rate of 10 hours per week to create, coordinate, and facilitate Family Engagement events to help parents support student learning, improve student attendance, and build capacity through community collaboration. Attend collaborative sessions of PLC to design, plan, and develop family engagement events that support Social-Emotional Learning (SEL), academics in the classroom, and homework.	Add a Parent Liaison at a rate of 10 hours per week to create, coordinate, and facilitate Family Engagement events to help parents support student learning, improve student attendance, and build capacity through community collaboration. Attend collaborative sessions of PLC to design, plan, and develop family engagement events that support Social-Emotional Learning (SEL), academics in the classroom, and homework.	\$13,594.00	\$2850.43

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Leadership field trip supporting curricular projects demanding hands on experiences and activities designed to establish and fortify the current leadership structure	No field trips taken due to COVID restrictions.	Not funded by Title 1	Not funded by Title 1

Action 4.3

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

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

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

Evaluation (Goal 4)

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

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

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

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

Action	Implementation (fully,partially,not all)	data (implementation, outcome)	Adapt, adopt, abandon
4.1	Partially implemented.	Time sheets, agendas for meetings, minutes of meetings, records of parent messages and general announcements..	Adapt.
4.2	Not at all	Not implemented due to COVID	Abandon

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.

Improve school Climate by increasing Parent Engagement opportunities that focus on building the capacity to support academic achievement at home.

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

Goal 1: We will increase our overall distance from standard for our Students With Disabilities (SWD) and our Students not yet Reclassified Fluent English Proficient (ELL) by at least 15 points as measured by the CAASPP (ELA).

State and/or Local Priorities addressed by this goal:

LCAP Goal #1
State Priority 4

Identified Need:

Based upon CAASPP data, Students With Disabilities achieved only 28.6 pts below standard.
Based upon 20-21 iReady MOY, Students With Disabilities scored at 33% 'at or above grade level' (4 of 12), in Vocabulary.

Based upon 20-21 iReady MOY, Students With Disabilities scored at 41.7% 'at or above grade level' (5 of 12), in Comprehension of either Literature or Informational text.

Based upon CAASPP data, Students who are English Learners achieved 46.3 pts below standard.

Based upon 20-21 iReady MOY, Students who are English Learners scored at 0% 'at or above grade level' (0 of 7), in Vocabulary, Comprehension of Literature, and Comprehension of Informational Text.

2021-2022	BOY Vocab	MOY Vocab	BOY Infor. text	MOY infor. text
SWD				
ELL				
All 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
CAASPP (SWD)	No Data (2017/2018)	-28.8 DFS	No Data	No Data
iReady MOY (SWD) % 'on or above grade level'	No Data (2017/2018)	No Data	Vocab: 27.3% Lit: 45.5% Info: 45.5%	Vocab: 33.3% Lit: 41.7% Info: 41.7%
CAASPP (ELL)	No Data (2017/2018)	-46.3 pts DFS	No Data	No Data
iReady MOY (ELL) % 'on or above grade level'	No Data (2017/2018)	No Data	Vocab: 0% Lit: 0% Info: 14.3%	Vocab: 0% Lit: 0% Info: 0%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

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

Action 1.1

Action/Service	District ELA TOSA will provide 8 hours of training support and/or collaboration to all teachers on vocabulary strategies that support collaborative conversations. Will use iReady assessment to progress monitor vocabulary.
Person(s) Responsible	Principal with assistance from district ELA TOSA and all site teachers.
Task(s) Timelines	Calendar training and/or collaboration opportunities on a regular and recurring schedule beginning NLT September 2021 through May 2022.
Budget and Source	\$7,680 - Title I - 3010.

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 1.2

Action/Service	District ELA TOSA will provide 8 hours of training support and/or collaboration to certificated staff on Scaffolds (prompting, cuing, and questioning). This will be progress monitored through iReady -information text strand.
Person(s) Responsible	Principal with assistance from district ELA TOSA and all site teachers.
Task(s) Timelines	Calendar training and/or collaboration opportunities on a regular and recurring schedule beginning NLT September 2021 through May 2022.
Budget and Source	\$7,680 - Title I - 3010.

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 1.3

Action/Service	Provide Parent Workshops, 'Colonel Chats', and other opportunities to assist families in their capacity to support the academic and socioemotional success of each student, especially students who are Students With Disabilities and English Learners.
Person(s) Responsible	Principal, parent liaison, staff.
Task(s) Timelines	Conduct parent meetings at least monthly throughout the school year beginning no later than September 2021 and continuing through May 2022.
Budget and Source	\$2,800.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 1.4 (deleted)

Action 1.5

Action/Service	Support parent meetings with snacks with possible child care, etc
Person(s) Responsible	Principal, Parent Liaison, office staff.
Task(s) Timelines	As required in support of parent meetings (at least monthly)
Budget and Source	\$440.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 1.6

Action/Service	Provide for fees, mileage, meal reimbursement, etc for possible training conferences
Person(s) Responsible	Principal, Parent Liaison

Task(s) Timelines	Sep 21-May 22
Budget and Source	\$150.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students With Disabilities, English Learners	Schoolwide
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Action 1.7

Action/Service	Clerical support to include but not limited to copies, translation services, etc, for parent involvement meetings, activities
Person(s) Responsible	Principal, Parent Liaison
Task(s) Timelines	Sep 21-May 22
Budget and Source	\$150.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

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

Goal 2: We will increase our overall distance from standard for our Students With Disabilities (SWD) and our Students not yet Reclassified Fluent English Proficient (ELL) by at least 15 points as measured by the CAASPP (MATH).

State and/or Local Priorities addressed by this goal:

LCAP Goal #1
State Priority 4

Identified Need:

Our SWD performed in the Red in ELA and were 63.2 points below standard while All Students were 10.9 points below standard.
Our ELLs performed at 101 points below standard while All Students were 10.9 points below standard.

7 of our 22 SWD/ELLs scored 2 or more levels below grade level by the Middle of the Year iReady MATH Diagnostic (MOY).

7 of the 22 scored 2 or more levels below grade level in the domain of Numbers and Operations.

7 of the 22 scored 2 or more levels below grade level in the domain of Algebra and Algebraic Thinking.

2021-2022	BOY Num/Ops	MOY Num/Ops	BOY Alg/Algebraic	MOY Alg/Algebraic
SWD				
ELL				
ALL 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
CAASPP (SWD)	No Data (2017/2018)	-63.2 DFS	No Data	No Data
iReady MOY (SWD) % 'on or above grade level'	No Data (2017/2018)	No Data	Numb/Ops: 8% Alg/Alg Thinking: 8% Meas/Data: 6% Geom: 7%	Numb/Ops: 13% Alg/Alg Thinking: 13% Meas/Data: 12% Geom: 9%
CAASPP (ELL)	No Data (2017/2018)	-101 pts DFS	No Data	No Data
iReady MOY (ELL) % 'on or above grade level'	No Data (2017/2018)	No Data	Numb/Ops: 12% Alg/Alg Thinking: 12% Meas/Data: 10% Geom: 10%	Numb/Ops: 17% Alg/Alg Thinking: 17% Meas/Data: 14% Geom: 12%

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	District MATH TOSA will provide 16 hours of training support and/or collaboration to all teachers on the 'Eight Effective Mathematics Teaching Practices'. These
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	practices, especially those that facilitate meaningful mathematical discourse among cadets, will directly support SWD/ELLs. Will use iReady assessment to progress monitor both numbers and operations and algebra/algebraic thinking.
Person(s) Responsible	Principal with assistance from district MATH TOSA and all site teachers.
Task(s) Timelines	Calendar training and/or collaboration opportunities on a regular and recurring schedule beginning NLT September 2021 through May 2022.
Budget and Source	\$15,360 - Title I - 3010.

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 2.2

Action/Service	Provide Parent Workshops, 'Colonel Chats', and other opportunities to assist families in their capacity to support the academic and socioemotional success of each student, especially students who are Students With Disabilities and English Learners.
Person(s) Responsible	Principal, parent liaison, staff.
Task(s) Timelines	Conduct parent meetings at least monthly throughout the school year beginning no later than September 2021 and continuing through May 2022.
Budget and Source	\$1,800.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 2.3

Action/Service	Support effective and timely communication with parents and families by providing additional hours of clerical assistance.
Person(s) Responsible	Principal, office staff.
Task(s) Timelines	Schedule extra duty support especially for parent meetings after hours.

Budget and Source	\$1,000.00 - Title I - 3010
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Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 2.4

Action/Service	Support parent meetings with snacks and possible child care, etc
Person(s) Responsible	Principal, Parent Liaison, office staff.
Task(s) Timelines	As required in support of parent meetings (at least monthly)
Budget and Source	\$440.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 2.5

Action/Service	Provide for fees, mileage, meal reimbursement, etc for possible training conferences
Person(s) Responsible	Principal, Parent Liaison
Task(s) Timelines	Sep 21-May 22
Budget and Source	\$150.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students With Disabilities, English Learners	Schoolwide
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Action 2.6

Action/Service	Clerical support to include but not limited to copies, translation services, etc, for parent involvement meetings, activities
Person(s) Responsible	Principal, Parent Liaison
Task(s) Timelines	Sep 21-May 22
Budget and Source	\$150.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Goal 3 2021-22

Goal #3: reduce suspension rates to less than 1.0% as measured in Schoolzilla. This will be achieved by providing support for parents and families through on campus socioemotional learning activities such as Positive Behavior Interventions and Supports (PBIS); and through capacity building activities for parents such as workshops.

State and/or Local Priorities addressed by this goal:

LCAP goal #3.1
State Priority #3

Identified Need:

Based on CA Dashboard data (2019), caucasian students were suspended at least once at a rate of 3.6% African American students were suspended at least once at a rate of 4.5% Students with disabilities were suspended at least once at a rate of 7.7%

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
Suspension Rates (Schoolzilla) Caucasian	2.2%	3.5%	0.0%	0.0%
Suspension Rates (Schoolzilla) African American	0.0%	4.5%	9.5%	0.0%
Suspension Rates (Schoolzilla) Students With Disabilities	0.0%	5%	10%	0.0%

Action 3.1

Action/Service	District PBIS TOSA will provide 4 hours of training support and/or collaboration to all teachers on site based Positive Behavior practices, especially those that facilitate meaningful connections to school and its culture among cadets who are SWD/ELLs. Will use suspension data as well as surveys such as Panorama to progress monitor.
Person(s) Responsible	Principal with assistance from district PBIS TOSA and all site teachers.
Task(s) Timelines	Calendar training and/or collaboration opportunities on a regular and recurring schedule beginning NLT September 2021 through May 2022.
Budget and Source	\$3,840.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 3.2

Action/Service	Provide Parent Workshops, 'Colonel Chats', and other opportunities to assist families in their capacity to support the academic and socioemotional success of each student, especially students who are Students With Disabilities and English Learners.
Person(s) Responsible	Principal, parent liaison, staff.
Task(s) Timelines	Conduct parent meetings at least monthly throughout the school year beginning no later than September 2021 and continuing through May 2022.
Budget and Source	\$5,340.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 3.3

Action/Service	Support effective and timely communication with parents and families by providing additional hours of clerical assistance.
----------------	--

Person(s) Responsible	Principal, office staff.
Task(s) Timelines	Schedule extra duty support especially for parent meetings after hours.
Budget and Source	\$1,442.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
--	------------

Action 3.4

Action/Service	Support parent meetings with snacks and possible child care, etc
Person(s) Responsible	Principal, Parent Liaison, office staff.
Task(s) Timelines	As required in support of parent meetings (at least monthly)
Budget and Source	\$1,440.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
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Action 3.5

Action/Service	Provide for fees, mileage, meal reimbursement, etc for possible training conferences
Person(s) Responsible	Principal, Parent Liaison
Task(s) Timelines	Sep 21-May 22
Budget and Source	\$300.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students With Disabilities, English Learners	Schoolwide
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Action 3.6

Action/Service	Clerical support to include but not limited to copies, translation services, etc, for parent involvement meetings, activities
Person(s) Responsible	Principal, Parent Liaison
Task(s) Timelines	Sep 21-May 22
Budget and Source	\$300.00 - Title I - 3010

Students to be Served:

Scope of Service:

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

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

Students with Disabilities, English Learners	Schoolwide
--	------------

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.]

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)
PBIS TOSAS	August - June	\$236,758.28		Title I - 3010
Cares Solace	August - June	\$23,136		Title I - 3010

Note: Centralized services may include the following direct services:

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

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

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

Centralized services do not include administrative costs.

State Priorities and Local Indicators

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

California Dashboard Indicators

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

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of 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	\$49,575	Yes
Title I, Part A: Parental Involvement	\$887	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.	\$50,462	

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:	\$50,462
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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:

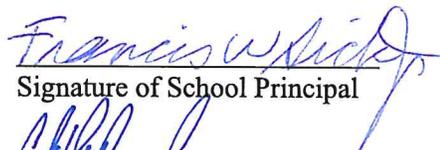
1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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]

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: **05/27/2021**.

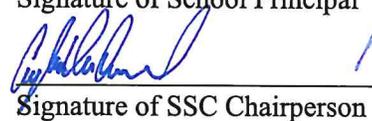
Attested:

Francis W Sick Jr_
 Typed name of School Principal


 Signature of School Principal

28 May 2021
 Date

Caylene Drummond_
 Typed name of SSC Chairperson


 Signature of SSC Chairperson

28 May 2021
 Date

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.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
Colonel Sick	x				
Michael Luna			x		
Tori Gorosave		x			
Herman Hilkey		x			
Shawna Fernley		x			
Craig Marais		x			
Christine Sambrano		x			
Rebecca Zayas				x	
Nicole Minns				x	
Bunting Smith				x	
Alena Delgado				x	
Caylene Drummond				x	
Erika Martinez				x	
(Mrs Arellano)/Laura Pla				x	
Patricia De Paz			x (non voting)		
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/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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

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

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