

## School Plan for Student Achievement (SPSA) and Annual Evaluation for 2021-2022

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Board Approval Date
<b>San Jacinto Elementary School</b> Michelle Clines <a href="mailto:mclines@sanjacinto.k12.ca.us">mclines@sanjacinto.k12.ca.us</a>	<b>33 67249 6032817</b>	<b>June 1, 2021</b>	<b>June 15, 2021</b>

## Purpose and Description

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

The purpose of the Schoolwide Program is to improve academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State academic standards. At SJE we will be doing this through the International Baccalaureate (IB) lense. We will be teaching this through the IB mission and learner profiles attributes focused on Inquiry Based Instruction.

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

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

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

As an International Baccalaureate school, we embrace an inquiry based model that helps students navigate their understanding of the world across disciplines. Through student inquiry, we support exploration and learning to generate life long, cooperative and sympathetic learners.

SJE's mission aligns with both our district and IB mission. It is crucial that as a site our teachers teach through the IB lense to ensure all students are internationally minded.

# 2021-2022 Plan Summary

## The Story

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

Established in 1939, San Jacinto is located at 136 N. Ramona Blvd. in San Jacinto, California. Comprised in a lower income homes in a suburban area. San Jacinto Elementary serves students in Kindergarten to 5th grade and is one of 7 elementary schools in San Jacinto Unified School District.

In 2019, a school boundary change occurred resulting in an increase of our student demographic. San Jacinto Elementary is now home to approx. 620 students where approx. 98.4% of students participate in the National School Lunch Program. San Jacinto serves a diverse student population.

The primary ethnic background is as follows:

- 80.7% Hispanic/Latino
- 9.7% African American
- 5.3% White
- 2.6% Multiple Races
- 1.5% Native American
- 0.2% Pacific Islander

We employ 26 General Education teachers, 1.5 Education Specialist, Speech and Language Pathologists, 2 Response to Intervention teachers, Music Teacher, School Counselor, .5 Education Therapist, 1 IB Coordinator,, Parent Liaison, along with an Library Media Technician, Special Education Instructional Aides, Campus Aides and Supervisors, Custodian and a front office staff. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential.

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

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

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

As an authorized IB World Elementary PYP school, all staff seek to educate and empower all students to be Global Learners. Through the PYP programme, staff is able to support the student's ability to thrive within a nurturing environment where students feel safe and confident and learn how to be IB scholars.

## SPSA Highlights

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

### Climate and Culture

- Flocabulary- increase engagement and it aligns with our IB units of Study
- Purchasing culturally related text
  - These ideas came from our ATSI group. One of the parents shared that within their culture (AA) they learn through song and different types of engagement. Also she shared how important it is to have literature that is tied to their culture.
- Parent Nights - Focused on teaching our parents how to navigate through Parent Portal along with how to make structured routines. This will help both the parent and student to get to school and do what is needed to be successful.
- Parent Nights - Focused on teaching parents how to utilize token boards at home to help navigate their child's social and emotional learning along with behaviors.

## Needs Assessment -- Review of Performance

### Greatest Progress

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

### Identify students on dashboard that came out

focus on the groups that you created goals on as well

### **Blue Performance Level**

### California School Dashboard

**Suspensions: No student groups**

**Chronic Absenteeism: No student groups**

**English Language Arts: No student groups**

**Mathematics: No student groups**

### **Green Performance Level**

## California School Dashboard

### **Suspensions: One student group**

- **Hispanic: suspended at least once, 0.6%, decrease 0.5%**

### **Chronic Absenteeism: One student group**

- **Hispanic: 7.5% chronically absent, declined by 0.6%**

### **English Language Arts: No student groups**

### **Mathematics: No student groups**

## **Greatest Needs**

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

## **Summary**

Based upon data obtained from California Dashboard, San Jacinto Elementary continues to strive to improve academic performance, academic engagement, and condition & climate, with the goal for all student groups to get closer or within the blue performance level. Overall, all students fell within the orange performance level with four student groups also performing in the orange performance level for ELA. For Math, one student group fell within the orange performance level for Math. For Chronic Absenteeism, overall all students were in the orange performance level. Four student groups placement within the orange performance level and two groups fell within the red performance level. Additionally, three student groups fell within the orange performance level for suspensions and three groups fell within the red performance level. To support our student groups with their academics we will be focusing on getting more training on small group instruction along with the different tools within Great Minds, so that we can be more intentional when creating lesson plans to ensure that their needs are being met. For the student groups that are struggling with getting to school and staying engaged we will be doing Parent Nights with our Ed Therapist and Behavior Specialist to give them tools and resources to support their children at home.

## **Orange Performance Level**

## California School Dashboard

### **Suspensions: 3 student groups**

- **Socioeconomically Disadvantaged: suspended at least once, 2.3%, increase 0.6%**
- **Students with Disabilities: suspended at least once, 5.2%, increase 2.3%**
- **White: suspended at least once, 4.9%, increase 4.9%**

### **Chronic Absenteeism: 4 Student Groups**

- **Students with Disabilities: 11.7% chronically absent, increased by 5.7%**
- **African Americans: 21.5% chronically absent, declined by 0.5%.**
- **White: 17.9% chronically absent increased by 6.3%**

- **English Learners: 6% chronically absent increased by 1.3%**

**English Language Arts: All students scored 48.7 points below standard, declined by 4.3 points.**

- **Hispanic: 43.6 points below standard, maintained by 2.8 points**
- **Socioeconomically Disadvantaged: 50.7 points below standard, declined by 5.2 points**

### **Red Performance Level**

#### **California School Dashboard**

**Chronic Absenteeism: No student groups**

**Suspension: One student group**

- **African American: 11.4% suspended at least once, Increased 4.9%**

### **Performance Gaps**

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

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

#### **Academic Performance**

- **Mathematics: Students with Disabilities: 122.4 points below standard, increased 16.0 points within the red performance level.**

#### **Academic Engagement**

- **Chronic Absenteeism: Four groups' attendance fell within the orange performance level - African American: 21.5% chronically absent, decreased 0.5%. SWD: 11.7% chronically absent, increased 5.7%, English Learners: 6% chronically absent, increased 1.3%, and White: 17.9% chronically absent increased 6.3%**

#### **Conditions and Climate**

- **The suspension rate for 1 group in Red - African American, 11.4% suspended at least once increased 4.9%. In addition, the suspension rate for students with disabilities, Socioeconomically Disadvantaged, Students with Disabilities, and white fell within the orange.**

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

To increase success for student groups demonstrating performance gaps in Math, we will continue our PLC work to determine Essential Standards for each grade level, learning progressions and success criteria to support student learning. As we target learning we will assess individual student

strengths and needs to determine where students are academically and plan how to scaffold their learning and provide additional remediation of prerequisite skills through small group instruction. Our EL intervention teachers will continue to pull students by concept skill needs and our teachers will provide guided reading and small group instruction to all students.

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

To address our suspension rates, we will continue to focus on implementation of Restorative Circles, and mentoring groups. We will continue our work, school wide disciplinary procedures and restorative practices to provide for socioemotional learning and behavior interventions for students. Our Friendship Groups, Reflection Room, and school wide incentives (IB Bucks, Tiger PAW's, Class Dojo) are all structures used to implement a plan that the Guiding Coalition creates to support Individual behavioral needs at the Tier II and Tier II level. We will also be more intentional in creating more parent involvement opportunities for families.

#### **ATSI- African American students**

1. We have an ATSI stakeholder group that meets to review the progress of the students and identifies the solutions that will help increase student attendance/engagement and potentially decrease suspensions
2. We will add a consultant that will focus on behavioral support and mentoring of students

## **Resource Inequities**

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

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

- Supports for students with disabilities
- Additional targeted supports for English Language Learners
- Academic Engagement - Attendance, particularly building stronger connections with African American student groups.
- Restorative circles focused on engagement within our African American student groups.
- Providing different cultural books for our African American student groups which will help with the engagement with in different academic areas.
- Student Discipline - Social Emotional Learning and implementation of schoolwide restorative practices.
- Refine PBIS practices to better address behavior concerns
- Staff Professional Development to obtain a better understanding of students with disabilities, cultural relevance and equity training.

# Needs Assessment -- Stakeholder Engagement

## Involvement Process for SPSA and Annual Evaluation

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

IB Parent meetings ( monthly) -Partnering with the Principal (monthly), ATSI (At least 4 times a year), SSC (4 times a year), ELAC.  
SSC meetings 9/8/20, 11/17/20, 1/9/21, 3/9/21, 4/13/21, 6/1/21  
ELAC meetings 9/29/20, 10/28/20, 12/1/20, 2/9/21, 3/2/21, 4/20/21, 6/1/21  
ATSI meetings 8/20/20, 10/12/20, 12/7/20, 4/12/21

## Impact on the SPSA and the Annual Evaluation

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

These groups help identify different areas of need and bring possible solutions to the table. We also support them by teaching them how to support their children with educational needs at home. This year we are going to focus on our ARTEL parents with teaching them Close reading strategies and how to support their children.

## 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:	\$ 116,392
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:	\$ 116,392

## 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 Elementary School

SPSA Year Reviewed: 2020-21

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

## Goal 1 2020-21

Increase the attendance and decrease suspension rate by 16% as measured by the California Dashboard

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

State Priorities: 1, 3, 5

Local Priorities: Goal 4

## Annual Measurable Outcomes

Expected		Actual		
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California		yellow	Red	



dashboard-Suspension				
California dashboard-Attendance		NA	Red	
Schoolzilla-attendance	78%	May 77.8% that had 90% or higher in attendance 49 out of 63	May 73.4% that had 90% or higher in attendance 58 out of 79	May 82.8% that had 90% or higher in attendance 77 Out of 93
Schoolzilla - suspensions	7.7%	May 4 out of 63 students were suspended 6.3%	May 9 of 79 students were suspended 11.4%	May 5 of 93 students were suspended 5.4%

## Actions / Services

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

### Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1-Purchase of Flocabulary to increase student engagement	Administrator, Office manager, Certificated staff. Was not fully implemented. About half of our staff started to use it.	\$2,500	\$2,500

### Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. 1.2- Mind/Body Soul	1. Administrator, Office manager, Counselor Due to the pandemic we did not implement the mentoring system.	\$20,000	\$0

### Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3-Purchase culturally relevant library books	Administrator, Office Manager, LMT	\$20,000	\$20,000

	Due to the Pandemic only some of the books made it to the site. The rest are on back order therefore, we were unable to fully implement these books into our Units of Inquiry.		
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#### Action 1.4

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

#### Action 1.5

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

#### Action 1.6

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

### Evaluation (Goal 1)

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

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

#### Action

**1.1:** We purchased Flocabulary but due to the short time of having it implemented we were only able to partially implement the program for a short time so we do not have adequate data to show if it is improving engagement and growth at this time.

**1.2** Mind Body and Soul. Due to the pandemic and focusing our efforts on getting our students online and engaged we did not implement this mentoring system.

**1.3** We ordered culturally diverse books. However, due to the pandemic we just received our order

in May. Therefore we have not had a chance to utilize these books within our instruction. We were not able to fully implement this.

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.

Due to the pandemic and items not getting here in a timely manner we do not have enough data to state the effectiveness of these items. Therefore we were not able to see the full effectiveness of what we wanted to implement. We will be focusing on the same goal for 2021-2022. \$42,500 was budgeted but only \$22,500 was spent.

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

The main change is that we are going to make this goal more focused on how to support the parents with different tools at home to ensure that their students are getting to school and are engaged once they are there.

## Goal 2 2020-21

Students with disabilities will increase by 5% in ELA and Math as measured by CAASPP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: Goal 1

## Annual Measurable Outcomes

Expected	Actual			
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolzilla- ELA SBAC proficiency	4.by 2%	SWD 3 out of 26 students met or exceed CAASPP 11.5% ELA	SWD 0 our of 28 students met or exceeded CAASPP 0% ELA	N/A
Schoolzilla-Math SBAC proficiency	1.2%	SWD 0 out of 27 students met or exceeded CAASPP 0% math	SWD 1 Out of 28 students met or exceeded CAASPP 3.4% math	N/A
iReady-ELA	9.4% (when	At or above grade	At or above grade	At or above grade

	comparing 2019 to 2020 BOY)	level N/A	level N/A	level BOY=3/60=5% MOY=7/66=10.6% EOY-not administered
iReady-Math	5.35% (when comparing 2019 to 2020 BOY)	At or above grade level N/A	At or above grade level N/A	At or above grade level BOY = 1/61 = 1.6% MOY = 1/62 = 1.6% EOY = 0 due to pandemic

## 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
2.1-Purchase Raz-kids	<p>Administrator, Office Manager, Certificated Staff.</p> <p>Due to the Pandemic this program was not implemented till half way through the school year. We had one training that was not very informative therefore only about half of the staff is using it to its fullest potential.</p>	\$7,500	\$7,500

### Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 -Extra duty for certificated staff(pd on CLOSE)	<p>Administrator/Office Manager, certificated staff.</p> <p>Due to lack of student tutoring participation we did not do parent</p>	\$0	\$675

	nights, therefore we did not do the trainings.		
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### Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 - Purchase Guided Reading books focused on IB UOI for our SWD	Administrator  Due to these books being purchased half way through the year we were unable to fully implement small groups using these materials.	\$80,000	\$80,000

### 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.

2.1 RAZ kids were purchased. Due to the pandemic we did not get the system up and running until after March. We did have training on it, but are in need of another.

2.2 Extra duty for certificated staff focused on Close Reading. This was not implemented because we were not successful in getting groups together due to virtual learning.

2.3 We were able to purchase the books for our small reading groups. However, due to the pandemic we only received a quarter of our order in May and the rest are on backorder. Therefore we do not have data. We will be continuing with this goal next year.

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

At this time we do not have any data to state if these actions worked or not. We will be continuing

with them for the 2021-2022 school year.

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

\$88, 175 was budgeted, but only \$87,500 was spent.

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

There were no changes made.

### Goal 3 2020-21

Increase by number of students reclassified by \_10%\_ as measured by the ELPAC  
Reduce the number of ARTEL by \_3%\_\_\_\_ students as measured by the ELPAC

State and/or Local Priorities addressed by this goal:

State Priorities:1,2,4,8,

Local Priorities: Goal 1

### Annual Measurable Outcomes

Expected	Actual			
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELPAC		Students reclassified were 76	Students reclassified were 33	Students reclassified were 3
LAS		not purchased	not purchased	
iReady		N/A	N/A	BOY = .5% 1 out of 186 students MOY = 4.3% 8 out of 185 EOY = N/A due to Pandemic

## 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
3.1-Extra duty pay for tutoring	Administration,office manager, staff	start time	\$2,000

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 -Extra duty for certificated/classified staff	Administration,office manager, staff  I had four staff members tutor,however their numbers were very low.	\$900	\$900
3.2 Resources/materials	Administration,office manager, staff, Parent Liaison. There were no materials made due to Parent Nights not occurring.	\$1,000	\$0

### Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 - Purchase Cultural/Linguistic books	LMT, Administrator, Office Manager, Parent Liaison. Due to the pandemic many of the titles that we chose were on back order and we just received them late March. Therefore our students have not had a chance to check	\$20,000	\$20,000



	them out.		
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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.

<p>3.1 Extra duty pay for tutoring - We did do weeks of tutoring focused on are RTEL and LTEL’s. Unfortunately due to this being virtual, the teachers did not have a good turn out of students. Many would not show up for their sessions. The teachers called, sent messages, and did home visits.</p> <p>3.2 Extra Duty for certificated/classified staff and materials. Due to the lack of participation, the admin did not create a parent group. Therefore teachers and classified staff did not receive extra duty and materials were not purchased.</p> <p>3.3 Purchase Cultural Linguistic Books - these were purchased but were not implemented into instruction due to the pandemic. We did not receive the books till May and some are still on backorder.</p>
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Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

<p>We have very little data to show if the tutoring was effective or not due to the lack of participation. We will be continuing with this goal next year.</p>
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Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

<p>\$23,900 was budgeted but only \$22,000 was spent.</p>
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Based on this evaluation, an analysis of the California School Dashboard, and the school’s needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

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

Strategic Planning Details and Accountability

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

### Goal 1 2021-22

Decrease suspension rate of our African American, SWD, and social economic disadvantaged student groups by 16% as measured by the California Dashboard.

Increase our attendance of our African American, SWD, SED, EL and white student groups by 10%.

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

State Priority #3 Parent Involvement  
State Priority #5 Student Engagement  
State Priority # 6 School Climate

### Identified Need:

Our student groups need to feel connected to our school. We will be doing a variety of different parent nights

that will support our families on how to create different schedules and tools at home. This will allow consistency from school to home. Many of these students need a visual schedule or some type of token economy. When these things are put into place they are successful, however they don't have these resources at home. These nights will give our parents the opportunity to learn how to better support them at home.

<b>Suspension</b>	<b>Aeries entries (august 2019/March 2020)</b>	<b>Schoolzilla (august 2019/March 2020) 22 overall</b>
AA	5 out of 91	5 out of 91
SWD	9 out of 70	9 out of 70
SED	21 out of 689	21 out of 689
<b>Chronic Absenteeism</b>		<b>Schoolzilla 2020-2021</b>
AA	n/a	56.5% 39/69
SWD	n/a	25% 17/68
EL	n/a	18.2% 35/192
White	n/a	45.2% 19/42

**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	2019-2020 June	August 2020-March 2020
CA Dashboard - suspension		AA Red 6.5 % suspended at least 1 time.	AA Red 11.4% suspended at least 1 time SED Orange 2.3% suspended at least 1 time  SWD Orange 5.2% suspended at least 1 time  White Orange 4.9% suspended at least one	Not applicable on the Dashboard

			time	
CA Dashboard - Attendance	78%	AA - Red	Not Applicable	Not Applicable
Schoolzilla-Suspension		AA 9 out of 79	AA 5 out of 93	AA 5 out of 91
				SWD 9 out of 70
				SED 21 out 689
Schoolzilla - Attendance		May 73.4% that had 90% or higher in attendance 58 out of 79	May 82.8% that had 90% or higher in attendance 77 Out of 93	

## 2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

### Planned Actions/Services

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

#### Action 1.1

Action/Service	Provide three training sessions a year for parents of TII/TIII students. The focus will be on the implementation of the token economy at home. The PST form will be used to progress monitor the behavior and attendance of the students. Parent sign sheets and bi monthly submission of CICO form will be turned into an administrator.
Person(s) Responsible	Admin, Behavior Specialist, PST team, and AP Data would be collected by Admin
Task(s) Timelines	October 2021, January 2022, May 2022
Budget and Source	\$1,000 - Title I - 3010 Extra Duty - 9 hours including prep and training - 2 FTE's, \$5,500 Two classified staff for daycare purposes - \$100

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.

African American, SWD, EL, and White	
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### Action 1.2

Action/Service	Parent Night focused on the student's daily schedule. Online tools to support loss of learning at home. (Zearn, RAZ kids) Token Economy Boards focused on structuring positive behavior  PST form will be used to progress monitor the behavior and attendance of the students. Parent sign sheets and bi monthly submission of CICO form focused on token economy boards will be turned into to administrators.
Person(s) Responsible	Admin, IB TOSA, Parent Liaison, Instructional Aides
Task(s) Timelines	At least three nights September 2021, February 2022, May2022
Budget and Source	\$1,000 - Title I - 3010 Extra Duty - 9 hours including prep and training - 2 FTE's, \$5,500 Two classified staff for daycare purposes - \$100

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.

African American, SWD, EL, and White	
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### Action 1.3

Action/Service	Parent Night on RAZ Kids on how to monitor students' independent reading levels to build fluency at their instructional and or grade levels.  Parents will be given a form that will have the title of the book, reading level, number of minutes on RAZ kids, and percentage passed. This form will be turned into their teachers 6 times a year. The dates will coincide with when the teachers will be administering their progress monitoring assessments within their classrooms.
Person(s) Responsible	Admin, District trainer, Teachers
Task(s) Timelines	Nights will be dependent on RAZ kid trainer August 2021 , December 2021, February 2022

Budget and Source	\$1,000 - Title I - 3010 Extra Duty - 9 hours including prep and training - 3 FTE's \$5,500 Two classified staff for daycare purposes \$100
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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.

African American, SWD, EL, and White	
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#### Action 1.4

Action/Service	Support classified staff with RAZ Kids progress monitoring training. Staff will learn how to support students while in RAZ kids and will be able to pull small groups. This form will be turned into their teachers 6 times a year. The dates will coincide with when the teachers will be administering their progress monitoring assessments within their classrooms. We will focus on our African American, SWD, EL, and white subgroups.
Person(s) Responsible	RAZ Kids trainers, Campus Aides
Task(s) Timelines	Two times after school on a Friday August 2021 and September 2021
Budget and Source	Title I - 3010 Extra Duty - 10 hours including prep and training - 5 FTE's

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.

African American, SWD, EL, and White	
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#### Action 1.5

Action/Service	
Person(s) Responsible	

Task(s) Timelines	
Budget and Source	\$ - Title I - 3010

### Students to be Served:

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

### Scope of Service:

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

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## Goal 2 2021-22

SWD are performing 122.4 points below standard in **ELA** and will decrease by 20 points.  
 SWD are performing 106.7 points below standard in **Math** and will decrease by 15 points.  
 SED are performing 50.7 points below standard in **ELA** and will decrease by 15 points.  
 SED are performing 47.2 points below standard in **Math** and will decrease by 8 points.  
 Hispanic are performing 43.6 points below standard in **ELA** and will decrease by 11 points.  
 EL's are performing 38.5 points below standard in **Math** and will decrease by 7 points.

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

State Priorities: 1, 2, 4, 8

Local Priorities: Goal 1

### Identified Need:

[Local Data-](#) After looking at the data it is apparent that the identified need for our student groups in ELA is in the areas of Vocabulary and phonics. These students will focus on these areas in their small group instruction, reading and math intervention, and parent nights. The identified need for all student groups in Math is Numbers and operations.

Student Groups	iReady ELA	iReady Math
SWD	Vocabulary/phonics	Numbers and Operations
Hispanic	Vocabulary/phonics	Numbers and Operations
SED	Vocabulary/phonics	N/A
EL's	N/A	Numbers and Operations



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

Metrics/Indicators	Baseline	2018-17	2019-20	2020-21
Schoolzilla- ELA SBAC proficiency	4.by 2%	SWD 3 out of 26 students met or exceed CAASPP 11.5% ELA	SWD 0 out of 28 students met or exceeded CAASPP 0% ELA	N/A
Schoolzilla-Math SBAC proficiency	1.2%	SWD 0 out of 27 students met or exceeded CAASPP 0% math	SWD 1 out of 28 students met or exceeded CAASPP 3.4% math	N/A
iReady-ELA	9.4% (when comparing 2019 to 2020 BOY)	At or above grade level N/A	At or above grade level N/A	At or above grade level BOY=11/62=5% MOY=5/60=10.6% EOY-
iReady-Math	5.35% (when comparing 2019 to 2020 BOY)	At or above grade level N/A	At or above grade level N/A	At or above grade level BOY = 6/60 = 1.6% MOY = 2/60 = 1.6% EOY =

## 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	Small Group Instruction PLT Support through use of Corwin coaches who will focus on supporting teachers on how to implement small guided reading instruction/groups. The coaches will also support the teachers to develop specific targeted differentiated lessons that support student's skill deficits.
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	<p>K-2 will monitor progress through a foundational fluency tracker assessment 6 times a year.</p> <p>3-5 will monitor progress through the spelling inventory, informal reading inventory, and Interim Benchmark Assessments (IBA)</p>
Person(s) Responsible	Admin, IB TOSA, and Pedagogical Leadership Team PLT
Task(s) Timelines	<p>Three times once each trimester</p> <p>September 2021, November 2021, March 2022</p>
Budget and Source	<p>\$ 12. 000- Title I - 3010</p> <p>\$4,000 per meeting</p> <p>6 Substitute teachers three times a year - \$4000</p>

### Students to be Served:

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

### Scope of Service:

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

ELA - SWD, SEW, Hispanic  
MATH - SWD, SED, EL's

## Action 2.2

Action/Service	Equip Training focused on Eureka Math instruction in the areas of Fluency and Number Sense for our Tier II and Tier III students focused on our Students with Disabilities, Socioeconomic Disadvantaged, and our EL student groups. The training will be focused on fluency and number and operations.
Person(s) Responsible	Equip Trainer, all teachers, admin
Task(s) Timelines	<p>3 times a year</p> <p>September 2021, February 2022, April 2022</p> <p>Teachers will track their fluency data/number and operations through exit ticket collection and data.</p>
Budget and Source	<p>\$ - Title I - 3010</p> <p>\$4,000 trainer</p> <p>3 hours of pay for all FTE self contained teachers \$ 4500</p>

**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.

ELA - SWD, SED, and Hispanic  
MATH - SWD, SED, EL's

As per CA dashboard

**Action 2.3**

Action/Service	<p>A math intervention sub teacher will be hired to provide small group support to Tier 3 SWD, SED, and EL's who are underperforming in number and operations. We will use iReady number and operations to monitor progress.</p> <p>Progress monitoring: At the end of each trimester data from exit tickets in the area of number and operations and iReady diagnostic assessments will be analyzed for growth in SWD, SED, and EL's. Progress monitoring using exit tickets will occur 6 times and iReady 3 times a year.</p>
Person(s) Responsible	Admin, office manager
Task(s) Timelines	<p>1 substitute teacher x 180 days = \$38,800</p> <p>August 2021 - June 2022</p>
Budget and Source	\$38,800- 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.

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**Action 2.4**

Action/Service	Train a substitute intervention teacher on iReady Math resources and tools focused on Number and Operations for our SWD, SED, and EL students.
Person(s) Responsible	Substitute, District Employee

Task(s) Timelines	2 1 hour trainings for two employees August 2021, December 2021
Budget and Source	\$240 4 hours times 2 FTE's- Title I - 3010

### Students to be Served:

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

### Scope of Service:

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

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## Action 2.5

Action/Service	
Person(s) Responsible	
Task(s) Timelines	
Budget and Source	\$ - Title I - 3010

### Students to be Served:

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

### Scope of Service:

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

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## Goal 3 2021-22

Increase by number of students reclassified by \_10%\_ as measured by the ELPAC  
Reduce the number of ARTEL by \_3%\_\_\_\_ students as measured by the ELPAC

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

State Priorities:1,2,4,8,

Local Priorities: Goal 1

### Identified Need:

Designated ELD time is lacking ELL strategies. Staff needs professional PD to support the learning

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

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
ELPAC		Students reclassified were 33	Students reclassified were 3	Students reclassified were 3
LAS		not purchased		
iReady		N/A	BOY = .5% 1 out of 186 students MOY = 4.3% 8 out of 185 EOY = N/A due to Pandemic	BOY = 36 out 164 MOY = 26 out of 161 EOY =

## 2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

### Planned Actions/Services

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

#### Action 3.1

Action/Service	Extra duty pay for tutoring for our RTEL and LTEL EL students. We will focus on close reading strategies along with writing.  Teachers will us Close Reading CFA to monitor their students 6 times a year.
Person(s) Responsible	Administration, office manager, staff
Task(s) Timelines	3 6 week sessions Monday - Thursday 1 hour after school
Budget and Source	\$ 1,000 Materials Title I - 3010 25 hours per teacher per Trimester 4 FTE's = \$18,000

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.

El's	
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### Action 3.2

Action/Service	Parent Night for our ARTEL and LTEL parents focused on Reading skills to support their children at home. Students of parents that attended will be progress monitored through running records by the teacher.
Person(s) Responsible	Admin, staff, parent
Task(s) Timelines	3 times a year. October 2021, February 2022, May 2022
Budget and Source	\$1,000 - Title I - 3010 4 hours 2 FTE \$1500 Extra duty for supervisor for daycare purposes \$200

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.

EL's	
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### Action 3.3

Action/Service	Staff Professional Development on WFBB focused on training teachers on how to structure writing in order to support Language Development and writing proficiency.  Teachers will collect writing samples throughout their UOI and use a rubric that is focused on the structure of writing.  These will be collected 6 times throughout the course of the school year.
Person(s) Responsible	
Task(s) Timelines	Two afterschool 1 hour writing workshops. August 26th from 3:30 to 4:30 March 3rd from 3:30 to 4:30
Budget and Source	\$500 materials - Title I - 3010 2 hour times 30 FTE's \$4,000

Students to be Served:

Scope of Service:

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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.

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### Action 3.4

Action/Service	
Person(s) Responsible	
Task(s) Timelines	
Budget and Source	\$ - Title I - 3010



## 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:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>1</sup> 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

School Goal #2:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> 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

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

<sup>2</sup>

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

*Note: Centralized services may include the following direct services:*

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

Centralized services do not include administrative costs.

## 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 SWP<sup>4</sup>)**

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

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

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

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

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

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$114,346	Yes
Title I, Part A: Parental Involvement	\$2,046	Yes

<sup>4</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Subtotal amount of federal categorical funds allocated to this school.	\$116,392	

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

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

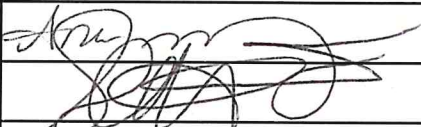
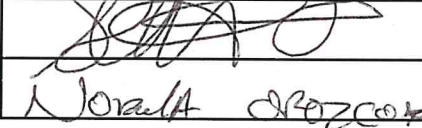
Total of federal, state, and/or local funds for this school:	\$116,392
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## Recommendations and Assurances

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]
Ana Mendoza- ELAC	
Samara Cutnbert	
Norala Orazco	Norala Orazco

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: **06/01/2021**.

Attested:

Michelle Clines  
Typed name of School Principal  
Jennifer Williams  
Typed name of SSC Chairperson

  
Signature of School Principal  
Jennifer Williams  
Signature of SSC Chairperson

6/7/21  
Date  
6/7/21  
Date

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

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>5</sup> The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Michelle Clines	X				
Monica Portugal			X		
Richelle Conley		X			
Danielle Bautista		X			
Wendy Deloney		X			
Jennifer Williams			X		
Samara Cuthbert				X	
Arcelia Ruelas				X	
Ana Mendoza				X	
Veronica Lopez				X	
Norma Garcia				X	
Yesenia Siordia				X	
Number of members in each category	1	3	2	6	

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<sup>5</sup> EC Section 52852

## **Addendum**

### **The SPSA Template**

This SPSA template was adapted from the CDE [SPSA Template](#), and the SBE-approved [LCAP Template](#), and designed to meet the content requirements of *California Education Code* for a School Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.<sup>6</sup> Accordingly, the plan must:

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

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

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

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

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

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

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

Student Achievement” presentation<sup>7</sup>, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Purpose and Description**

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

#### **Purpose**

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

#### **Description**

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

### **Plan Summary**

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

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

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

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

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

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

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

### **Instructions**

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

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

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

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

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

### **Resource Inequities**

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

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

### **Budget Summary**

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

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

### **Budget Summary**

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

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

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

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

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

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

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

## **Annual Evaluation and Needs Assessment**

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

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

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

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

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

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

### ***Analysis***

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

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



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

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

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

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

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

### **Goal**

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

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

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

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

### **Identified Need**

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

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

### **Expected Annual Measurable Outcomes**

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



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

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

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

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

### **Planned Actions/Services**

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

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

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

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

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

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

#### **Scope of Service**

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

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

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

### **Actions/Services**

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

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

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

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

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

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

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

### **Budgeted Expenditures**

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

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

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

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

## **Appendix A: Plan Requirements**

### **Schoolwide Program Requirements**

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

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

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

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

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

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

### ***Requirements for the Plan***

II. The SPSA shall include the following:

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

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

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

## **Appendix B:**

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

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

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

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

The CSI plan shall:

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

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

#### **Targeted Support and Improvement**

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

The TSI plan shall:

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

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

#### **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

### **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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

## **APPENDIX D: GUIDING QUESTIONS**

### **Guiding Questions: Annual Evaluation**

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

### **Guiding Questions: Stakeholder Engagement**

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

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

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



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

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

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