

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date	
PA Walsh STEAM Academy Principal Shannon Rafat	43 69583 6047922	May 1, 2020	August 4, 2020	

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

PA Walsh STEAM Academy: PA Walsh STEAM Academy is a neighborhood school located in downtown Morgan Hill. Walsh focuses on creating a positive, inclusive and engaged community of learners which includes our staff, our students, our families and our community. PA Walsh strives to create a community in which staff, parents, volunteers and local businesses work coherently to ensure a well rounded education and academic success for our student body.

Our staff members create learning opportunities and have consistently aligned instruction and methods focused on Common Core standards, adopted curriculum and engaging students through Science, Technology, Engineering, Art and Math. We feel this teaching model enhances the whole child and that students will increase their skills in reading, writing, math and problem solving. In addition we teach, model and discuss socioemotional learning techniques. Our curriculum emphasizes real-world experiences, visual and performing arts, and the development of leadership through student involvement in numerous community service activities and projects. Walshs strength is in the commitment of creating a safe place, a sense of community and high expectations for all students.

All teachers participate in weekly collaboration where our focus is on best instructional practices such as systematic phonetic

based learning for Kindergarten through 2nd grade, English Language Development and social emotional learning curriculums. Student data is analyzed to inform all of our instructional strategies using the NWEA benchmark data, statewide assessments, classroom work, district wide writing assessment and Fountas & Pinnell assessments. Teachers examine test results and share instructional ideas in teams to come up with the best strategies to meet student needs. Teachers also participate in professional development activities and share that information through collaboration meetings, modeled classroom lessons and grade level team lessons.

PA Walsh is a shared community collaborative school and partners with many community services to maintain and improve the community's health and welfare. In addition, we are able to offer an array of counseling and social emotional support for students and families. PA Walsh hosts numerous after-school and evening events with our community partners in order to provide multiple opportunities for families to connect as a place of academic and social learning. PA Walsh believes that students who feel connected personally with their school thrive in that environment. Many of our events focus on family fun to build connections and resiliency. We believe that students who view the school as a hub of social and intellectual activities will be more successful academically.

PA Walsh is proud of the work that we do to extend and enrich our student's curriculum beyond the classroom. We have an after school YMCA program, an onsite child development center, a partnership with El Toro's Boys and Girls Club, after-school tutoring groups to assist struggling students, as well as enrichment classes such as Spanish and Lego Design for all students. We have a music teacher with a professional degree in music who teaches singing in grades K-5. We hold monthly Spirit Days and school assemblies ,as well as provide opportunities for students to attend field trips that enrich their learning experiences. Our student council assesses student needs and generates options for addressing them.

Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is

ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

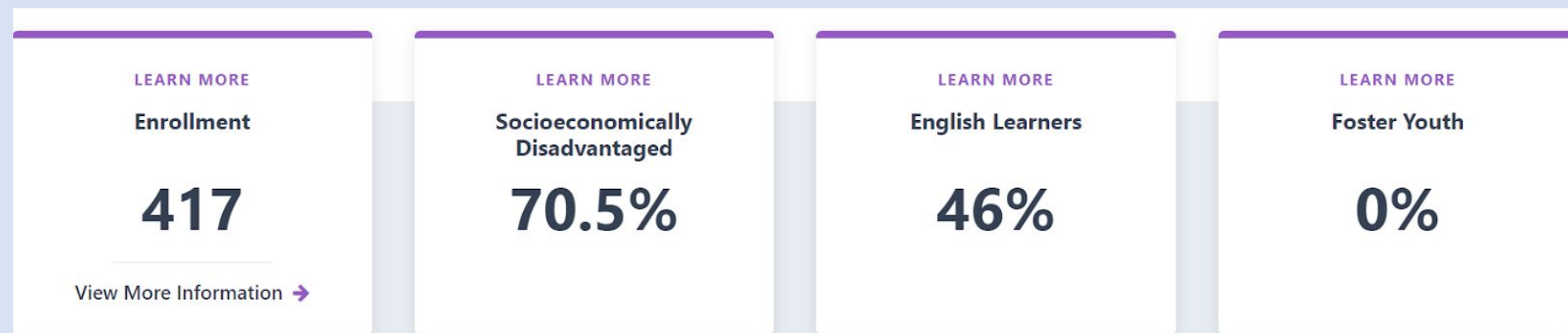
1. **College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students). This year a parent-led initiative was developed; Little Paws was a program that allowed parents that had younger children volunteer in the classroom. Similar to a co-op parents took turns watching the younger siblings on Fridays. This was just taking off and will be continued in the future.
3. **Student Engagement & School Climate:** PA Walsh will promote a safe learning environment for all students and teachers by implementing systems and programs that sustain a positive learning culture. Additionally, PA Walsh will continue to strive to decrease its chronic absenteeism rate by at least 1% each year until a percentage is achieved that meets state and local standards of acceptability. Those students demonstrating truancy or excessive absences and tardies will be supported through the SARB process. The school will assign intervention resources aligned with MTSS to those students in need or at risk including but not limited to: Rebekah's Children's Services, restorative justice, CARE Counselor, Community Solutions, and PBIS. The attendance clerk works diligently with families to educate them on the importance of attendance when she speaks with them over the phone or in person. Student diversity will be celebrated on campus, which includes ensuring that our students learn tolerance and empathy for others. Students recite the Walsh Pledge every morning during announcements to review our social competency goals of being respectful, responsible and safe at school and the community every day. In addition, every Friday the school meets on the blacktop before school in which parents are encouraged to stay. The pledges are announced by student council reps and teachers select a student that has exemplified our Wolf pledge and receives the high honor of being the Wonderful Wolf. Students proudly wear their stickers all day and parents often take pictures to share with families.

Cafecitos were offered as well in which parents were invited to stay and meet with the principal. This informal platform allowed the principal to make announcements, share intentions and goals as well as engage in discussion with involved and interested parents.

As a PBIS school, all staff will support a safe learning environment by establishing and maintaining shared behavioral expectations for all students in all settings. Additionally, all staff will support school-wide positive rewards such as Paw Prints and positive rewards

systems at the classroom level. Our school behavior standards empower students to develop positive lifelong social skills. Student leadership clubs promote activities that develop an understanding of the behavior standards for all students. Our leadership clubs include:

- Safety patrol
- Student Council



Family and Community Involvement

Each Friday morning parents are encouraged to stay and participate in our school wide announcements outside at the beginning of the school day. The principal and teachers honor students for their hard work and we say the Pledge of Allegiance and Walsh Pledge together.

[The English Learner Advisory Council \(ELAC\)](#) advises the school in several ways including the effectiveness of the English Language Development program. Additionally, it provides a forum for the ELAC to discuss items at our District ELAC (DELAC) and share district information back to the school site.

[The School Site Council \(SSC\)](#) is a group composed of the principal, staff, and parents who meet regularly to review and make decisions regarding curriculum, school policies and programs, and the budget.

[Opportunities](#) at Walsh STEAM Academy abound for families to participate. These include Back-to-School Night, a Halloween costume parade, family, teacher and student conferences that all take place in the Fall. Restaurant nights where families gather together off campus and literacy and STEAM nights are sprinkled throughout the school year. We typically include a Maker Faire

during Open House in the Spring and families are able to view and participate in hands-on STEAM activities that students have been developing and experiencing during school.

Family Education includes English classes and parenting classes where the whole family participates in games and activities and they then try them out with their children at home. CABE serves the Spanish Speaking community offering tiered parenting classes. MHUSD adult education also provides a Beginning English class for families and community members twice a week at night.

School and Partner Relationships The school has been fortunate to have outstanding partners. We are currently partnering with the San Jose Tech Museum and have been implementing the Engineering Design Process in all of our classes. Designated teachers also are provided with an opportunity to be trained by the Tech program. We participate in school wide tech challenges three times a year.

English Language Development Program All of our teachers are Cross-cultural Language and Academic Development (CLAD) certified with the proper authorization to support the instructional needs of English Learners (ELs). Teachers work with ELs in small groups according to their grade and language proficiency level. All ELs receive daily English Language Development (ELD) for 30-45 minutes every day. All teachers have participated or will be participating in training that addresses ways to present subject matter to English Learners, and have completed training for ELD. In addition, a cohort of teachers are trained in Constructed Meaning to refine teaching strategies that emphasize vocabulary acquisition and sentence structure.

Programs for Students with Special Needs We have a Resource Specialist Program (RSP) teacher and three instructional assistants who work with our special education students. We have a full time speech therapist and a psychologist is available. Resource students stay in the regular classroom as much as possible, some come to the RSP classroom to work in small groups or individually in the area of need. In the regular classroom they receive accommodations according to their Individualized Education Plan (IEPs). Examples include extended time on tests, sitting close to the teacher, or modified homework. Our resource students have mild to moderate learning differences such as visual or auditory processing problems or language delays. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary. We have two Special Day Classes (SDC) for students requiring more support. These classes are staffed by highly trained teachers and instructional assistants. Walsh has a dedicated staff of educational professionals working with students each day. The staff, community volunteers, and after-school program personnel support the students with an approach to learning that is sensitive to the needs of each child. All special education students participate in school-wide activities, field trips, assemblies, music, art, Science Camp and other mainstreaming opportunities as determined appropriate by their IEP team.

Wolf Den After-School This program provides enrichment opportunities for all students through a variety of enrichment and intervention classes. Students are able to attend Lego Engineering Club, Art, Reading Intervention, Homework Club, Gardening Club and Literature Study. We have found that the classes have boosted student morale, attendance and confidence which has shown improvement in the classrooms.

After School Education and Safety (A.S.E.S.) Program partners with Walsh through [Y.M.C.A.](#) to provide homework support, safe after school supervision and a nutritious meal to our students. Each year, 90 students attend the after-school YMCA program which includes a supper, homework assistance, physical fitness and STEAM enrichment activities. The program operates after school each

day from 2:30 p.m. until 6:00 p.m. and is available for \$20 per student per month. Financial aid and scholarships are available based on need.

[Century 21, The Boys and Girls Club](#) is an after school program known to partner with Walsh and has opened a new facility in the Spring that offers more spaces for children in their care. This association also provided organized sports for our 4th and 5th graders once a week at lunch. This opportunity was enjoyed by more than 30 of our students and assisted in decreasing discipline issues during the lunch/recess time. It was a successful implementation of a PBIS strategy that allowed students to engage in teamwork in a structured setting.

Student achievement continues to be our primary focus at Walsh. We are supporting growth through reading intervention, Professional Learning Communities in Math and English Language Arts. Teachers collaborate regularly using summative data and formative data to monitor student learning and design instruction to meet differentiated needs.

Student Council, Safety Patrol, College Days are all events and experiences where students engage and grow.

Vision Statement All students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions in their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st century.

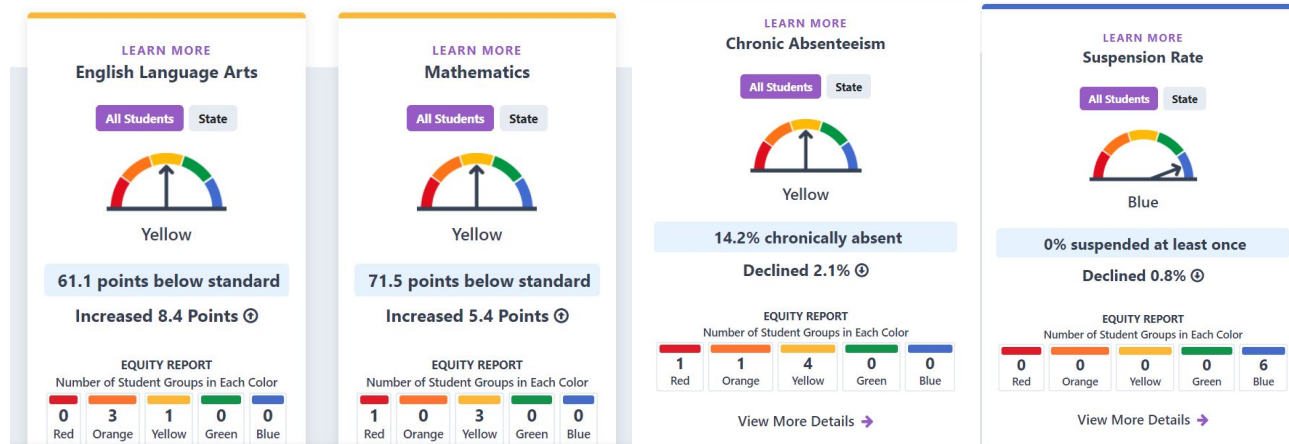
Mission Statement The mission of PA Walsh STEAM Academy is to provide community-oriented learning experiences, which are centered on a rigorous curriculum and authentic learning opportunities that inspire innovation, inquiry, critical thinking, and academic excellence, preparing students for personal and professional success. This will occur through the integration of Science, Technology, Engineering, the Arts, and Mathematics in order to foster and develop a lifelong passion for learning.

GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

This year's SPSA highlights include:

- Suspension rates decreased to 0%.
- Chronic absenteeism decreased by 2.1 to 14.2%.
- Overall ELA and Math CAASPP scale scores increased. ELA overall scale scores increased by 8.4 points. Math overall scale scores increased by 5.4 points.

Based on the California School [Dashboard](#), PA Walsh has made progress in CAASPP ELA and math scores, chronic absenteeism, and the suspension rate. The images below depict the progress made in each area.



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)

Plan Description: Walsh is a Title 1 Schoolwide program whose plan is to put into action targeted support and improvement.

The purpose of this plan is to address areas of need as indicated by our needs assessment as follows:

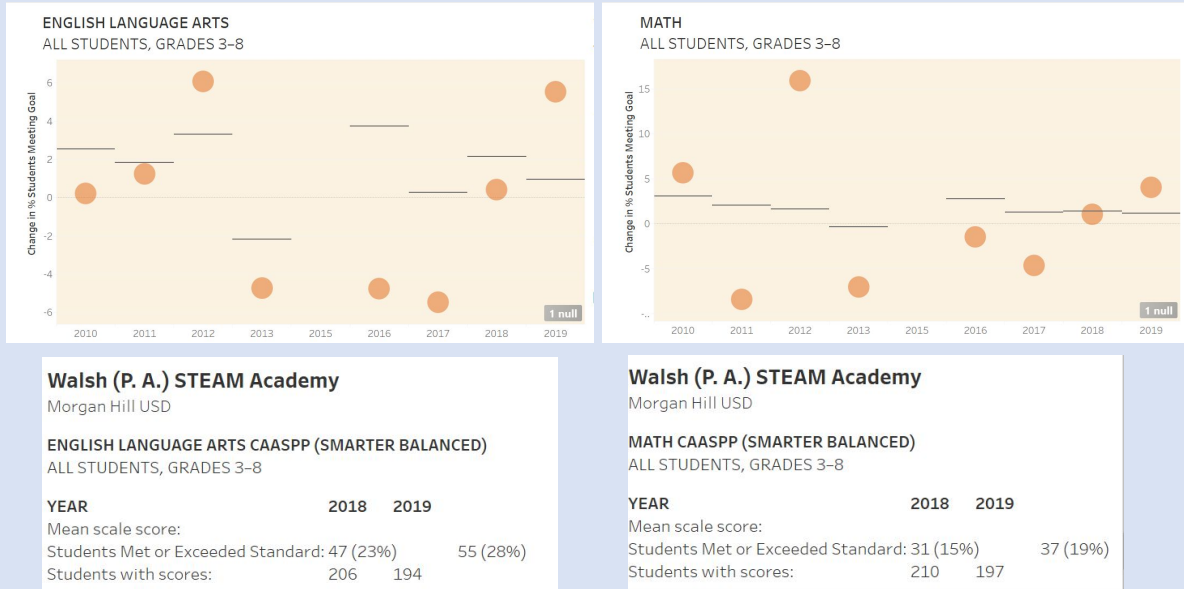
Needs Assessment Findings:

California Public School Dashboard Indicator Needs: English Language Arts (ELA), Math, Chronic Absenteeism

California Public School Dashboard Gaps: Students with Disabilities and Low Socioeconomic

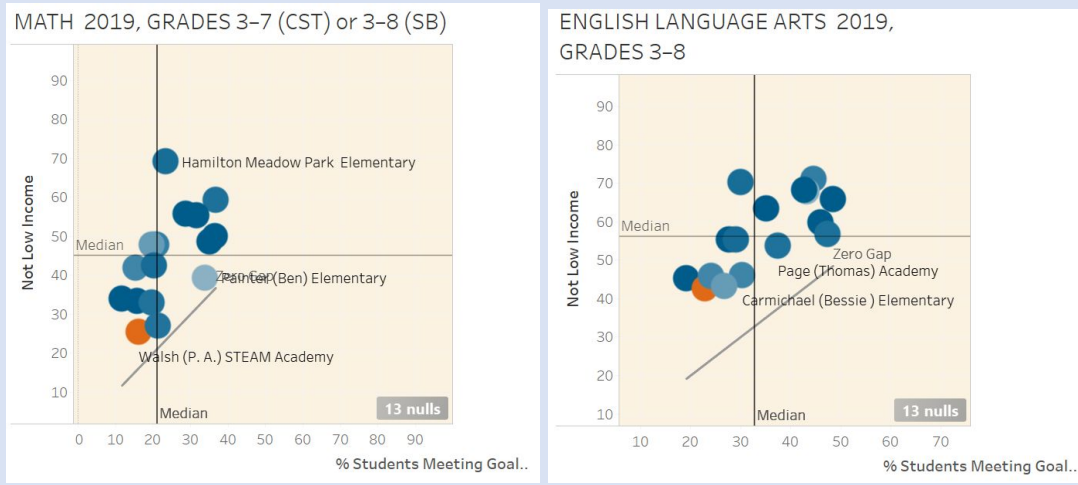
The images below show the measurement of change in CAASPP score data for ELA and math from year to year for Grades 3-5. Overall, growth in both ELA and Math are being made yet 28% of students in grades 3rd-5th are meeting or exceeding standard in ELA and only 19% of students in grades 3rd-5th are meeting or exceeding standard in Math. The orange dot represents the change in percent of student growth for Walsh. Last year Walsh students exceeded the average percent change of state as represented by the line. Overall, both student cohorts are achieving far below the state average in ELA and math despite making growth every year. This

analysis shows that our students, though improving, need additional support and interventions to achieve proficiency in both ELA and math.



Gaps Between Low Income and Not Low Income Students:

Another area of significant need is the CAASPP performance level gap between our students that are low income and those who are not low income. Depicted below are scatterplots of where Walsh (orange dot) lies in relation to similar schools. The scatterplots show ELA and Math CAASPP scores for grades 3-8. With only 23% of our low income students in grades 3-8 meeting performance level goals in ELA and 16% in math, this is a significant area of need.



Walsh (P. A.) STEAM Academy

Morgan Hill USD

MATH CAASPP (SMARTER BALANCED) 2019

GRADES 3-7 (CST) or 3-8 (SB)

ALL STUDENTS	NOT LOW INCOME	LOW INCOME
Mean Scale Score:		
Students Met or Exceeded Standard: 14 (25%)		23 (16%)
Students with scores:	55	142

Walsh (P. A.) STEAM Academy

Morgan Hill USD

ENGLISH LANGUAGE ARTS CAASPP (SMARTER BALANCED) 2019

GRADES 3-8

ALL STUDENTS	NOT LOW INCOME	LOW INCOME
Mean Scale Score:		
Students Met or Exceeded Standard: 23 (43%)		32 (23%)
Students with scores:	54	140

Local Assessment Data: The following data is from the NWEA Map test and the Fountas and Pinnell Reading Assessments administered by teachers in August, 2019 and February, 2020. On average 50% are reading on grade level according to FP data. The NWEA Map scores showed that overall the Walsh students' growth exceeded the national average yet were still below grade level expectations.

Stakeholder Identified Needs: Well rounded curriculum to include STEAM integrated lessons. Increase reclassification percentage for English Language Learners by 5th grade.

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.

The chronic absenteeism analysis shows that the school population's circumstances affect their ability to come to school. Homeless families dependent on the bus do not have sufficient funds to pay, families living on ranches are curtailed by the mud and can not leave their homes. Other children say they don't feel well and the parent does not send them to school. The school will undertake an **evidence based multi-tiered approach** to addressing this issue as follows: implementing a **Tier 1** communication and education program for families that ensures constant reminder and understanding of both the financial and instructional impacts of absenteeism; developing a **Tier 2** chronic absenteeism monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance; and an updating of our **Tier 3** truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

The SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's **mission and vision**. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority areas**. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and

English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students.

During the last SSC meeting this year, on May 1st, 2020, the principal shared the allocations for next school year, and went over the proposed goals and actions planned in order to align our funding with our district's LCAP goals. The council voted and approved the SPSA plan for 20-21 on May 5th, 2020. In addition to this, our budget/SPSA plan was also shared with our ELAC committee on May 14th, 2020.

Resource Inequities

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

PA Walsh has 14.2% of the students who have been identified with chronic absenteeism. This has a detrimental effect on student achievement. Underperforming students demonstrate extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring (Goal 1 action 2); parent education and awareness campaign (Goal 2 action 2); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

In addition to this, our low SES, homeless, students with disability, and EL population underperform on statewide tests. In order to address this inequity, Walsh's stakeholder groups (ELAC, SSC, and HSC) have agreed to continue providing instructional support in the areas of reading and math. The HSC will continue to support enrichment activities after school, and there will be funding allocated from Title 1 fundings in order to support field trips. This will provide life experiences for our students in order for them to make connections with the academic standards learned at school. ELAC supported the continuation of CAFE Project to inspire adult education that will allow parents to engage in an educational program. Therefore, their involvement in school activities will increase. Teachers will continue to support the reading intervention programs as well as participate in professional development that will allow them to deliver high quality first instruction. This professional development will include Constructing Meaning, academic language, and GLAD strategies that will help English Learners be exposed to have academic vocabulary that gives them equitable access to curriculum.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

Walsh STEAM Academy stakeholders continue to identify the need of increasing English language proficiency in reading and writing for all students, increasing math proficiency for all students; and meeting the needs of Hispanic and English Learners by making academic content more accessible through Constructing Meaning strategies of instruction, integrated and interdisciplinary units, and mathematical growth mindset strategies that will support student engagement and acquisition of knowledge.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:						Link to metric instructions	
Metric	Data collected in 2017-18			Data collected in 2018-19		Data collected in 2019-20	Data collected in 2020-21
CAASPP (Dashboard)	CAASPP (Dashboard)			CAASPP (Dashboard)		CAASPP (Dashboard)	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
ELA status/change	ELA	status/change		ELA	status/change		
--All student	--All student	Low.....-14.3		--All student	Low.....-6.9		
Grade 3	Grade 3	2368		Grade 3	2351.8		
Grade 4	Grade 4	2417		Grade 4	2403.7		
Grade 5	Grade 5	2431		Grade 5	2433.6		
--Low SES	--Low SES	V. Low.....-19		--Low SES	Low.....-10.3		
Grade 3	Grade 3	2357		Grade 3	2343.6		
Grade 4	Grade 4	2397		Grade 4	2387.8		
Grade 5	Grade 5	2410		Grade 5	2418.4		
--SWD	--SWD	V. Low.....-24.5		--SWD	Low.....-7.9		
Grade 3	Grade 3	2313		Grade 3	2295.1		
Grade 4	Grade 4	****		Grade 4	2358.6		
Grade 5	Grade 5	****		Grade 5	****		
--EL	--EL	V. Low.....-19.5		--EL	Low.....-5.2		
Grade 3	Grade 3	2328		Grade 3	2317.3		
Grade 4	Grade 4	2378		Grade 4	2369.1		
Grade 5	Grade 5	2370		Grade 5	2389.3		
Math status/change	Math	status/change		Math	status/change		
--All student	--All student	Low.....-5.5		--All student	Low.....-4		
			</				

Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3 Grade 4 Grade 5 --EL Grade 3 Grade 4 Grade 5 Science status/change Grade 5 only --All student --Low SES --SWD --EL	Grade 3 2370 Grade 4 2422 Grade 5 2440 --Low SES Low.....-6.2 Grade 3 2407 Grade 4 2458 Grade 5 2492 --SWD V. Low.....+16 Grade 3 2336 Grade 4 **** Grade 5 **** --EL Low.....-3.2 Grade 3 2350 Grade 4 2392 Grade 5 2407 Science status/change Grade 5 only No Scores --All student Pilot Year --Low SES --SWD --EL	Grade 3 2369.4 Grade 4 2421.9 Grade 5 2414.5 --Low SES Low.....-7.7 Grade 3 2360.1 Grade 4 2410.6 Grade 5 2400.2 --SWD Low.....2.6 Grade 3 2326.7 Grade 4 2398.4 Grade 5 **** --EL Low.....-7.9 Grade 3 2342.4 Grade 4 2400.1 Grade 5 2384.3 Science status/change Grade 5 only No Scores --All student Pilot Year --Low SES --SWD --EL	Math status/change All students 71.5 pts below/ +5.4 Grade 3 2369.4 Grade 4 2421.9 Grade 5 2414.5 Low SES 83.7 pts below/ +11.5 Grade 3 2369.4 Grade 4 2421.9 Grade 5 2414.5 SWD 100 pts below /mntd Grade 3 2369.4 Grade 4 2421.9 Grade 5 2414.5 EL 80.2 pts below/ +10.1 Grade 3 2369.4 Grade 4 2421.9 Grade 5 2414.5	
NWEA MAP Assessment Fall to Winter Growth: ELA --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Math --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Science--optional --Grade 2 --Grade 3 --Grade 4 --Grade 5	NWEA MAP Fall to Winter School Growth: ELA School National --Grade K *** --Grade 1 *** --Grade 2 +11.6 +6.7 --Grade 3 +6.8 +5.4 --Grade 4 +4.2 +4.0 --Grade 5 +2.8 +3.1 Math --Grade K *** --Grade 1 *** --Grade 2 +10.3 +6.8 --Grade 3 +5.6 +5.5 --Grade 4 +4.8 +4.4 --Grade 5 +1.9 +3.6 Science --Grade 2 *** --Grade 3 *** --Grade 4 *** --Grade 5 ***	NWEA MAP Fall to Winter School Growth: ELA School National --Grade K *** --Grade 1 *** --Grade 2 +9.9 +9.5 --Grade 3 +9.8 +7.7 --Grade 4 +3.6 +5.7 --Grade 5 +3.1 +4.4 Math --Grade K *** --Grade 1 *** --Grade 2 +14.1 +9.6 --Grade 3 +14.2 +7.6 --Grade 4 +4.8 +6.1 --Grade 5 +5.6 +5.0 Science --Grade 2 *** --Grade 3 *** --Grade 4 *** --Grade 5 ***	NWEA MAP Fall to Winter School Growth: ELA School National --Grade K *** --Grade 1 *** --Grade 2 +10.4 +8.8 --Grade 3 +9.9 +7.1 --Grade 4 +7.7 +5.2 --Grade 5 +5.4 +4.2 Math --Grade K *** --Grade 1 *** --Grade 2 +13.2 +8.9 --Grade 3 +9.9 +7.2 --Grade 4 +7.3 +5.7 --Grade 5 +5.6 +4.2 Science --Grade 2 *** --Grade 3 *** --Grade 4 *** --Grade 5 ***	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

Dashboard Academic Indicator Groups in Red/Orange:	Dashboard Academic Indicator Suspension: Orange: All, EI, SED Red: White EL Progress Red: English Learners ELA Orange: All, Red: EL, SED, Hispanic Math: Orange: All, EL, SED, Hisp	Dashboard Academic Indicator Suspension: No Red or orange Chronic Absenteeism Orange: All, EI, SED, Hisp, Wht ELA Red: ALL EL, SED, Hispanic Math: Orange: All, EL, Hisp Red: SED	Suspension: Blue: All Chronic Absenteeism Yellow: EI, His, SED Orange: Wht Red: SWD ELA Yellow: Hispanic Orange: EL, SED, SWD Math: Yellow: EI, His, SED Red: SWD	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group
Biliteracy --EL Progress --EL status & change --EL Reclass Rate	Biliteracy --EL Progress: RED --status & change: Low, -11.7 --Reclass Rate: 7.3%	Biliteracy With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure..Reclass Rate: = 2.6%	44% of students are making progress towards English Language proficiency.	Maintain high status or positive growth in all categories
Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	Fountas & Pinnell by grade --Avg K Fall: --Avg K Mar: 0.4 --At level Mar: --Avg 1 Fall: 0.9 --Avg 1 Mar: --At level Mar: --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.4 --At level Mar: 45% --Avg 3 Fall: 2.7 --Avg 3 Mar: 2.9 --At level Mar: 26% --Avg 4 Fall: 3.9 --Avg 4 Mar: 4.2 --At level Mar: 33% --Avg 5 Fall: 3.6 --Avg 5 Mar: *** --At level Mar: 14%	Fountas & Pinnell by grade --Avg K Fall: N/A --Avg K Mar: 0.2 --At level Mar: 17% --Avg 1 Fall: 1.0 --Avg 1 Mar: 1.4 --At level Mar: 29% --Avg 2 Fall: 1.9 --Avg 2 Mar: 2.3 --At level Mar: 43% --Avg 3 Fall: 2.8 --Avg 3 Mar: 3.3 --At level Mar: 54% --Avg 4 Fall: 3.3 --Avg 4 Mar: 3.9 --At level Mar: 44% --Avg 5 Fall: 4.0 --Avg 5 Mar: 4.5 --At level Mar: 37%	Fountas & Pinnell by grade --Avg K Fall: N/A --Avg K Mar: .49 --At level Mar: 24% --Avg 1 Fall: .63 --Avg 1 Mar: 1.4 --At level Mar: 51% --Avg 2 Fall: 2.07 --Avg 2 Mar: 2.72 --At level Mar: 67% --Avg 3 Fall: 2.74 --Avg 3 Mar: 3.23 --At level Mar: 57% --Avg 4 Fall: 4.29 --Avg 4 Mar: 4.58 --At level Mar: 64% --Avg 5 Fall: 4.42 --Avg 5 Mar: 4.6 --At level Mar: 37%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age
Special Education --# of New Referrals: --# Qualified: --# of Exits: --% Non English Learner:	Special Education non SLP only --# Referrals: TBD --# Qualified: TBD --# of Exits: TBD	Special Education non SLP only --# Referrals: TBD --# Qualified: TBD --# of Exits: TBD	--# Referrals: 7 --# Qualified: 5 --of Exits: 3	Minimize gaps in referral rates and reduce overall rate by inclusion

--% English Learner:	--% Non EL: TBD --% EL: TBD	--% Non EL: TBD --% EL: TBD		
Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MTSS Soc. Emot: --PLC	Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science 1.88 --MTSS Academic: 3.1 --MTSS Soc. Emot: 2.8 --PLC 3.2	Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 --PBIS 3.5	Implementation Status: <i>Scores on 5 point rubric survey</i> Math 4.3 ELA/ELD 3.8 Soc. Science 3.3 NGSS: 2.9 MTSS Academic: 3.5 MTSS Soc. Emot: 3.3 Collaboration: 3.6 PBIS 3.6	Grow from previous year rubric scores in all core area implementations on staff survey
MTSS Support Usage --Ext. day participants in Wolf Den --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	Usage Monitoring --Extended Day Wolf Den : Session 1 131 students Session 2 134 students Session 3 153 students Session 4 141 students --Read 180/System 44: Two groups of 18 --Lexia: 65% usage, 66% at GL --Study Island: 27,165 (3/15/18)	Usage Monitoring --Extended Day:130 students --Read 180: 36 --LLI: 50 students --Lexia:: 62% use; 70% at /above --Study Island: 1456 sessions, 15,315 question at 64% correct	Usage Monitoring --Extended Day:120 students --Read 180: 24 --LLI: 50 students --Lexia::% use;50% at /above --Study Island:2978 sessions,	Increase usage by 1/3 compared to overall need during each year of 3 year plan.
Other Site Specific metrics:				

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

- 1. Hiring general education teachers
- 2. Providing new teacher induction mentors
- 3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

- 1. Additional TOSA to support implementation of NGSS standards and STEAM integration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
STEAM TOSA	\$18,361.31/\$19,800.25	LCFF/Title One
Additional Yard Duty Coverage	\$14,255.65	State Lottery

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. Bilingual Instructional Aides
2. Wolf Den After School program (District Funded)
3. MTSS Coordinator (District Funded)
4. CARE staff-full time (District Funded)
5. Reading Intervention Teacher (District Funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
Bilingual Instructional Aides 3 @ 6 hours, 1 @ 2 hours	\$91,979.95	Title One
Tk/L Readiness by Yard Duty	\$500	LCFF

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. Field Trips
2. PD stipend or payment for presentations/PDs
3. Conferences and registrations
4. Travel expenses
5. Instructional rounds
6. Planning and collaboration
7. Assemblies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Educational Assemblies	\$3025.81	LCFF
PD STEAM-extra hours for teacher training	\$960	LCFF
Sub Release Time/Extra Hours-Planning and Collaboration-16 days	\$2560	LCFF

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

- 1. Provide core instructional materials
- 2. Provide tier 1 digital instructional curriculum for alternative programs.
- 3. Provide Career Technical Education curriculum, supplies, and equipment.
- 4. Provide curriculum development support for Visual and Performing Arts Plan.
- 5. Provide stipends for enrichment coordinators.
- 6. Provide chromebooks for digital access to the curriculum.
- 7. Provide centralized student information system

Programs and services funded in this School Plan include:

- 1. Licenses for programs like Mystery Science, AR, etc.
- 2. Technology repair and replacement
- 3. Stipends for Student Council, Noon Sports/Safety Patrol, Tech Master, Lead teacher etc.
- 4. Books and reference materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goal 1 Action 4 Strategy/Activity

Online Licenses to support Core Curriculum Mystery Science, AR reading	\$3894	LCFF
Tech repair, Rentals, Leases	\$2400	State Lottery
Stipends-Tech Coordinator, Student Council,safety patrol	\$5067	State Lottery
Books and Reference Materials	\$1175.87	State Lottery

Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Substitutes for teamwork for parents and staff including SSTs, meetings etc

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
SST Coordinator Stipend	\$1689	Lottery
Release time for IEP/SST Meetings-21 days	\$3360.00	Lottery
Academic Student Planners	\$668.73	LCFF
Extended Day-Intervention/Enrichment	\$35,000	Extended Day

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

- 1. Links to all school accountability report cards.
- 2. Links to all school safety plans
- 3. Links to all school plans for student achievement
- 4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

- 1. Family Information/Events
- 2. Training materials for school committees and student support personnel

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
Family Engagement Info/Events-babysitting	\$1000	LCFF
Academic Communication Folders	\$632.20	Title One

Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:

- 1. Facility maintenance and improvement projects
- 2. Transportation
- 3. Food Service
- 4. Maintenance and custodial costs
- 5. Furniture and Fixtures
- 6. Technology equipment

Programs and services funded in this School Plan include:

- 1. Teacher supplies and/or materials for classrooms
- 2. Health Office Supplies
- 3. Communication, flyers, mail, etc.
- 4. Contracts, purchases, repairs, toners
- 5. Office Supplies
- 6. Blackboard Connect
- 7. Negative Lunch Balance
- 8. Furniture

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Teacher Supplies and Materials	\$5500/\$3500	Lottery/LCFF
Health Office	\$500	Lottery
Revolving Fund (petty cash)	\$300	Lottery
Office Supplies	\$6283.22	Lottery
Communication-Blackboard Connect	\$1000	Lottery
Negative Lunch Balance	\$500	Lottery
Library Instructional Supplies	\$100	Lottery
Mileage Reimbursement	\$500	Lottery
Cell Phone-administrator	\$600	Lottery

Goal 2

Parent Engagement All families are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

Families need additional training as well as access to computers to learn about the Aeries Portal.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	Link to School Site Council	Link to School Site Council	Link to School Site Council	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Link to ELAC	Link to ELAC	Link to ELAC Agendas Link to ELAC Minutes	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Home and School Club	Home and School Club	Link to Home and School Club Agendas	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	Parent Volunteers 60 cleared through HR (\$35 site money each.)	Maintain consistent annual trend	17 parents used vouchers	Maintain consistent annual trend
Money Total from Parent Organizations	Fundraising Total Account: Approx 20K	Total Account: Approx 20K	Fundraising Goal-\$17,000 YTD-\$9,654.00 Savings-\$20,000	Maintain consistent annual trend
Mass Phone (Blackboard)	Mass Phone Approx 1 message a week	Close gap to 100%	English-84% 262/309 contacts Spanish-81% 149/185 contacts	Close gap to 100%

Mass email completion rates	Mass email completion rate: 100% However, we have fewer than 200 families with email	Close gap to 100%	English-67%232/343 contacts Spanish-76% 141/185 contacts	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 34%	Parent monitoring Accessing Aeries: 42.8% 48 hits	Parent monitoring Accessing Aeries: 47.9%	Close gap to 100%
Parent Education programs	English as second language: level 1 and 2 (twice a week) First Five: Early Literacy for your child (weekly) Parenting classes: Individual and group	English as second language: level 1 and 2 (twice a week) First Five: Early Literacy for your child (weekly) Parenting classes: Individual and group Public Health: Nutrition Classes, monthly	CABE Parenting Classes-1x per week led in Spanish English Classes-2x per week Family Parenting Classes-Spring-1 x per week	Monitor in conjunction with parent needs. Maintain consistent service.
Parent Communication through Class Dojo Statistics	Class Dojo: 28 teachers, 473 Families 2762 class story moments shared 5643 conversations messaged 942 posts translated 106400 parent views 10429 parent likes		Class Dojo Each class has 80%-100% of parents connected directly to class/teacher. Website Twitter Facebook	
Parent Survey Results:	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	4.18	3.65	3.86	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	4.31	4.0	4.02	Improve score on parent rubric
Our school makes parents feel like valued partners in education	4.13	3.65	3.86	Improve score on parent rubric

Parents are satisfied with level of 2-way communication	4.05	3.5	3.70	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	4.08	3.71	3.70	Improve score on parent rubric
Our school is physically safe:	3.82	3.79	3.86	Improve score on parent rubric
Ours school meets social emotional needs:	3.87	3.57	3.86	Improve score on parent rubric
Our school values diversity:	4.08	3.79	4.02	Improve score on parent rubric
Parents satisfied with learning environment	4.00	3.5	3.70	Improve score on parent rubric
Our school has a challenging curriculum	3.82	3.36	3.54	Improve score on parent rubric
Parents encourage after school participation	4.28	4.0	4.18	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	4.15	3.64	3.86	Improve score on parent rubric
Our school has a high variety of extended programs available.	3.97	3.43	3.54	Improve score on parent rubric
My child likes school:	4.23	3.79	4.02	Improve score on parent rubric
My child feels safe at school:	3.97	4.14	4.02	Improve score on parent rubric
Walsh specific Before School begins gathering: Open house attendance: Los dichos: Families referred for food/clothing support)	Walsh specific Before School begins gathering: 300 Open House attendance: 432 Los Dichos: Majority of classes Referrals for food: 100s 2nd Harvest Food Bank: approx 400 people served monthly of MH residents, most of whom have children at Walsh. Walsh-a-Palooza: 100s Star Night 600	Walsh specific Before School gathering: 300 Open House attendance: 385 Referrals for food: 100s 2nd Harvest Food Bank: approx 400 people served monthly of MH residents, most of whom have children at Walsh. Walsh-a-Palooza: 100s Star Night 600	Before School begins gathering: 300 Open House attendance: 300 Referrals for food: 100s 2nd Harvest Food Bank: approx 400 people served monthly of MH residents, most of whom have children at Walsh. Star Night 300 Santa and Hot chocolate: 250	

2nd Harvest Food Bank: Carnival: Star Night Hot Chocolate and crafts w/ Santa	Walsh-a-Palooza: 100s Star Night 100s Santa and Hot chocolate: 300	Santa and Hot chocolate: 350	Loteria- 50	
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Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Fingerprinting Expenses for Volunteers
2. Family Education Supplies
3. Back to School Night, Parent Teacher Conferences, etc additional bilingual instructional aide translation needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Fingerprinting (for 20 new volunteers)	700	Lottery
Bilingual Translation-conferences or as needed	651.50	LCFF
Parent Engagement Supplies	68.68	Title One

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. Materials for outreach/Postage Costs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Postage	\$1000/\$500	LCFF/Title One

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need PA Walsh has a need to address chronic absenteeism because of excessively high absenteeism rates. Families need training to understand the importance of regular attendance.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:					Link to metric instructions		
Metric	Data collected in 2017-18		Data collected in 2018-19		Data collected in 2019-20	Data collected in 2020-21	
Attendance Rate:	Month 11:	94.53%	Month 8:	94.82%	Month 8:	95.6%	Increase by >0.2 per year
Chronic Absenteeism Rates:	Chronic Absenteeism Rates:		Chronic Absenteeism Rates:		Chronic Absenteeism Rates:		Reduce gap to State average level by one-third per year
	(Dashboard) Data map		(Dashboard) Data map		(Dashboard) Data map		
Overall:	Overall:	13.7% Significant	Overall:	16.3% Significant	Overall:	14.2%	
SWD	SWD	18.5%	SWD	17.2%	SWD	24.3%	
SED	SED	14.8%	SED	18.0%	SED	14.4%	
Foster	Foster	****	Foster	33.3%	Foster	-----	
Homeless	Homeless	24%	Homeless	27.1%	Homeless	18.4%	
EL	EL	12.1%	EL	12.7%	EL	10.3%	
White	White	9.6%	White	15.1%	White	15.8%	
Latino	Latino	14.4%	Latino	16.9%	Latino	14.5%	

T	SARB Compliance: --# First Notice: --# Second Notice: --# Third Notice: 15 # Conferences/phone call: 0 # Hearings:	Maintain attendance notice practices in compliance with attendance laws. All letters were sent out in a timely fashion. Conferences were scheduled and personal notes were added on letters sent home.	# First Notice: 96 # Second Notice: 73 # Third Notice: 16 # Conferences/phone call: 17 # Sarb presentation at DO: 4 # Hearings: 1	Maintain attendance notice practices in compliance with attendance laws
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: 1.7% SWD 1.5% SED 1.6% Foster *** Homeless 8.0% EL 1.1% White 4.1% Latino 1.0%	Suspension Rates Dashboard Overall: 0.8% SWD --- SED --- Foster --- Homeless --- EL --- White --- Latino 0.8%	Suspension Rates Dashboard Overall: 0% SWD --- SED --- Foster --- Homeless --- EL --- White --- Latino ---	Reduce suspension rates to very low and reduce student group gaps by one third
Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: 0 Violence/fighting : 14 Weapons/Dang. Object: 1 Behavior/Bullying: 0	Offenses (DataQuest): Controlled Substance: 0 Violence/fighting : 5 Weapons/Dang. Object: 1 Behavior/Bullying: 0.	Offenses (DataQuest): Controlled Substance: 0 Violence/fighting : 0 Weapons/Dang. Object: 0 Behavior/Bullying: 0	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Expulsion Rate: 0%	Expulsion Rate: 0%	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out Rate: 0%	Drop Out Rate: 0%	Drop Out Rate: 0%	Maintain below state rate
Local Student Survey	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very high, all grades combined			
I feel safe at school	3.2	3.4	Survey Discontinued, see below for datazone survey	
I feel safe at home	3.9	3.6		
I have a safe staff connection to talk to.	3.5	3.7		
I participate in school activities	2.7	2.7		

I am happy at school	3.2	3.1		
I am proud of my school	3.3	3.4		
My school is an outstanding school	3.2	3.1		
NWEA SEL survey (K-8)	Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)			
Teacher-student caring relationship	4.07	Survey pilot discontinued by NWEA		
Peer support for learning	3.90	Survey pilot discontinued by NWEA		
Family Support for learning	4.32	Survey pilot discontinued by NWEA		
Sense of self control	4.09	Survey pilot discontinued by NWEA		
Positive future outlook	4.25	Survey pilot discontinued by NWEA		
Intrinsic Motivation	3.36	Survey pilot discontinued by NWEA		
Students attending Extended Day:	# Attending Ext. Day: 100-120	130	Approximately 120 students	Increase participation by 10% for underperforming students
Students participating Lunch time sports:	15-25 students per sport	20 per sport	30 4th/5th grade students	Maintain consistent program
Staff Survey PBIS Implementation:	Tier 1 training 90% complete Tier 2 study 55% complete	Tier 1 training 100% complete Tier 2 training 100% complete	Tier 1 training 100% complete Tier 2 training 100% complete Tier 3 training 100% complete	
Support Referrals	Support Referrals Counseling programs: Approx 100	120 includes groups and classes	PEI Services-60 students	

Additional site specific:	Additional site specific Positive Behavior awards Positive attendance programs Clubs	Positive Behavior awards Positive attendance programs Clubs	Positive Behavior awards Positive attendance programs Weekly awards announced at dropoff	
Datazone Social Emotional Survey Implemented 2019-20 school year: 5 point rubric grades 3-5				
			2019-20	2020-21
1. I feel it is important to come to class every day.			4.3	
1. I feel like I belong in this school.			3.9	
1. I feel like students at my school respect me.			3.6	
1. I set learning goals.			3.9	
1. I try to understand other students' points of view.			4.0	
1. I work hard to achieve learning goals even if things get in the way.			4.1	
2. Adults at my school treat students with respect.			4.3	
2. I come to class prepared.			4.1	
2. I make a plan for how I'm going to reach my learning goals.			3.9	
2. I think about other students' feelings.			4.2	

2. I want to be a good student.			4.6	
2. If I fail to reach an important learning goal, I try again.			4.1	
3. I get along well with students who are different from me.			4.1	
3. I know what to do if I get stuck.			3.8	
3. I like it when schoolwork is challenging.			3.4	
3. I pay attention in class.			3.8	
3. If I fail to solve a problem, I try again until I find the solution.			4.2	
3. Students are treated equally when they break school rules.			3.5	
4. I actively participate in class discussions.			3.9	
4. I am comfortable asking my teacher(s) for help.			3.9	
4. I am good at learning new things.			3.8	
4. I remain calm even when someone is bothering me.			3.4	

4. If the way I'm doing something isn't working, I try to think of different ways to do it.			4.1	
4. My teachers really listen to what I have to say.			4.2	
5. I can clearly describe my feelings.			3.7	
5. I feel comfortable asking questions.			3.8	
5. I keep going with work even when it takes longer than I thought it would.			4.1	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.			4.1	
5. Mistakes help me learn.			4.1	
5. There is at least one adult at my school that I can talk to about my problems.			3.8	
6. I actively participate in small group work.			4.1	
6. I am able to stand up for myself without putting others down.			4.0	
6. I feel safe at my school.			3.9	

6. I look forward to class.			3.9	
6. I put what I am studying into my own words to understand it.			3.9	
6. I try to do well on my schoolwork even when it isn't interesting to me.			4.2	
7. I am good at sharing work in a group.			3.9	
7. I can stay focused on schoolwork even when I want to do other things.			3.9	
7. I set aside time to do my schoolwork or study.			3.8	
7. People of different cultural backgrounds, races, ethnicities, and abilities get along well at my school.			4.2	
7. The harder I work, the more I learn.			4.2	
7. When I am learning, I think about what I already know and what I still need to learn.			4.1	
8. Even if the work in my classes is hard, I can learn it.			4.1	

8. I recognize a good idea even if it wasn't mine.			4.1	
8. I turn in my schoolwork even when it's hard to do.			4.2	
8. I use strategies to remember facts.			4.1	
8. When I finish an assignment, I check my work before I turn it in.			3.8	
9. I am able to disagree with others without starting an argument.			3.8	
9. I finish what I begin.			3.9	
9. I get my schoolwork done right away instead of waiting until the last minute.			4.0	
9. I use strategies to make sense of new ideas.			3.9	
9. My effort makes a difference in my success at school.			4.2	
10. I keep track of my assignments so I know when to turn them in.			4.0	
10. I plan to attend college.			4.3	

10. I think of different ways to solve a problem.			4.2	
10. I work well with others.			4.2	
11. I can get smarter.			4.4	
11. I look at the quality of my work so that I can improve.			4.1	
11. I work hard in school.			4.2	
12. I know how to study.			4.1	

Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

- 1. Develop and implement a K-12 service learning program
- 2. Support implementation of Positive Behavior Intervention and Support at all sites.
- 3. Provide liaison with School Resource Office
- 4. Partner with YMCA and Project Cornerstone.
- 5. Develop and implement strategies to increase student attendance.
- 6. Support the development and renewal of school safety plans.
- 7. Implement program for suicide awareness and prevention and Child Abuse Prevention
- 8. Provide large group social emotional learning opportunities to support healthy life choices.
- 9. Conduct standardized campus climate surveys at all schools.
- 10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

- 1. Additional yard duty time and student support services to provide a positive environment.
- 2. PBIS Support Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
MTSS/PBIS Certified Teacher-1 hour/90 days	2880	LCFF

Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

- 1. Provide after school activity bus for disadvantaged students
- 2. Provide college and career awareness through Cal-SOAP and AVID.
- 3. Provide Naviance at grades 6-12.
- 4. Support AVID at middle grades .
- 5. Provide social emotional support and services through community based organizations.
- 6. Assist sites with attendance accounting compliance and intervention for chronic absentees.
- 7. Provide ADVENT program for foster youth
- 8. Provide CARE team services to Foster, homeless and disadvantaged students.
- 9. Implement Restorative Justice as an alternative to suspension.
- 10. Develop a comprehensive Foster Homeless education plan
- 11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

- 1. CARE Team Support Staff

Proposed Expenditures for this Strategy/Activity

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
Care Team Coordinator		District funded

Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day District Funded		Other funding (ie grants)
Allocated	\$46,125	\$45,485.96	\$112,992.84	\$35,000		
Budgeted*	\$43,930.29	\$39,001.35	\$112,981.08	\$35,000		
Spent YTD						
Encumbered						
Available						
*SPSA budget by action tracker	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day		Other funding (ie grants)
Action 1.1	\$14,255.65	\$18,361.31	\$19,800.25			
Action 1.2		500	91,979.95			
Action 1.3		6,545.81				
Action 1.4	8642.84	3,894				
Action 1.5	5,049	668.73		35,000		
Action 1.6		1000.	632.20			
Action 1.7	15,283	3,500				
Action 2.1	700	651.50	68.68			
Action 2.2		1,000	500			
Action 3.1		2,880				
Action 3.2						

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 ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$137,033
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$277,748

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$112,992.84
Subtotal of additional federal funds included for this school:	\$112,992.84

State or Local Programs	Allocation (\$)
Unrestricted Lottery	\$46,125.
LCFF Supplemental (including extended day)	\$80,485
Live Oak Foundation Grant carryover TBD	\$0
Subtotal of state or local funds included for this school:	\$126,610

Total of federal, state, and/or local funds for this school: \$ 239,603.84

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info 408-201-6500	Reviewed Plan Date: Throughout the year and Feb 26, March 11, May 13 & 15
Shannon Rafat	Principal		
Bryan Espiritu	Parent		
Loretta Camarillo	Other School Staff		
Kim Meininger	Parent		
Sandy Hillesland	Teacher		
Lori Shoemaker	Teacher		
Jenny Klamm	Parent		
Vicki Bridges	Teacher		

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	3	0

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 is 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 Single 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:

Parent/Student Stakeholder Groups:

Home and School Club
School Site Council
Special Education
Gifted and Talented
Foster, homeless, disadvantaged
English Language Advisory Committee

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 here in 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 May 13

Attested:

Shannon Rafat

Typed name of School Principal

Signature of School Principal

Date

Bryan Espiritu

Typed name of SSC President

Signature of SSC Official

Date

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1. The SSC is 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 Single 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:

Parent Stakeholder Groups:

Home and School Club
English Language Advisory Committee
Enrichment

Student Stakeholder Groups

N/A

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 here in 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 May 13

Attested:

Shannon Rafat

Typed name of School Principal

Shannon Rafat

Signature of School Principal

5/4/2020

Date

Bryan Espiritu

Typed name of SSC President

Bryan Espiritue

Signature of SSC Official

5/4/2020

Date

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[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.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[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.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[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.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[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.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity 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.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. 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.]

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.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
 - C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds

allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/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/t1/schoolsupport.asp>

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

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