


School Year: 2020-2021

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	
San Martin Gwinn Principal Alex Aasen	43695836118376	May 18, 2020	August 4, 2020	

Plan Summary:

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

Located in the southern end of the Coyote Valley, San Martin/Gwinn is a unique school that began in 1895. The plaza oak trees remind students, parents, and staff that no matter how many faces come through our school, the goal remains the same: to prepare our students for college or careers by teaching them the skills, strategies, and values that will help them succeed in a diverse society.

San Martin/Gwinn is a Dual Immersion Multicultural Education (DIME) school that employs the 90/10 model, where 90% of the instructional day is in Spanish for Kindergarten, and 10% is in English. English instruction increases 10% each year until 4th grade when the children are taught 50% of the time in each language. We chose this model because research has shown that students in the 90/10 model are more proficient in Spanish at the end of the program with no detriment to their English development (ADD CITATION).

In the early grades, English Language Learners (ELLs) in Dual Immersion Programs whose primary language is Spanish may have slower English progress than their peers in traditional programs because they spend more learning time in their first language.

Studies have shown, however, that eventually ELL students in traditional programs reach a plateau in their literacy, while those in Dual Immersion easily grow past this phase thanks to their strong native language literacy (Hakuta & Gould, 1987).

To maximize language learning, the kindergarten classes contain a mix of students with language skills as follows: $\frac{1}{3}$ Spanish dominant, $\frac{1}{3}$ English only, and $\frac{1}{3}$ mix of Spanish and English. About 60 kindergarten spots are open, 30 for each language group. DIME enrollment is based on many factors, including total school enrollment, the number of interested pupils, and other considerations. The final number will depend on the needs of the children and requirements to maintain a quality dual immersion program. We strive to include every interested student in the Dual Immersion program.

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 core curriculum is differentiated and based on Common Core Standards. Teachers receive regular professional development utilizing research-based strategies to enhance program delivery. The San Martin/Gwinn staff is also trained in interactive strategies from Guided Language Acquisition Design, systematic ELD, Constructing Meaning, Writing Process, Project-Based Learning, Guided Reading, Emotional and Learning Disabilities, Positive Behavior reinforcement system (PBIS), and CCSS teaching strategies. Additional services are an integral part of the school day and may be augmented by a pull out and push in program for special activities (reading interventions with Read 180/System 44, Leveled Literacy Intervention, and Resource, as needed), afterschool enrichment, push in/pull out support for ELD and reading intervention provided by our three bilingual instructors. K-2 students reading below grade level receive additional daily reading services with our bilingual aides, and they use Lexia to support their individual reading needs. Students 3rd-8th grade reading below grade level attend Read 180/System 44 interventions on a daily basis for 90 minutes.

Focused English Language Development (ELD) instruction is provided for all English learners 40 minutes four days a week. All teachers at San Martin/Gwinn are certified to teach English learners and are either in the process of completing or have completed Cross-cultural, Language, and Academic Development (CLAD) training and are trained in Guided English Language Acquisition. In addition to this certifications, all of our DIME staff has a BCLAD credential.

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).
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 (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include:

In additional to our district's goal, our school level goals and priorities include a focus on three areas: increasing language arts proficiency, increasing math proficiency and decreasing chronic absenteeism

1. College and Career Readiness:

-Instruction:

All students will receive high quality instruction across all grade levels. All teachers will incorporate classroom technology and online learning tools to enhance course curriculum and support digital literacy for students, as appropriate for the grade level. All teachers will develop and deliver lessons and strategies aligned to the Common Core State Standards. All teachers will use best practices aligned to the school and district's mission and vision, including Constructing Meaning strategies, and adopted curriculum resources.

All teachers will participate in a Professional Learning Community (PLC) team. The PLC teams' work will be focused on the development and backwards mapping of curriculum to better align instruction by grade level. Additionally, the PLC teams will create assessments and analyze and reflect on the data to adjust instruction to better meet the learning needs of all students. Teachers will also receive professional development to support instructional practices.

-Intervention and Supports

All staff will hold high expectations for student achievement. Students that are not meeting grade level standards will be supported through San Martin Gwinn's Multi-Tiered Systems of Support (MTSS). An emphasis will be placed on reading intervention in Spanish and English on grades 3 and below following research-based best practices for reading intervention. English Language Learners will demonstrate progress towards reaching English fluency by making growth on their ELPAC scores. Students in the DIME program will make progress toward language proficiency in Spanish and English. Those students in the DIME program not demonstrating progress will be monitored and considered for MTSS interventions to support their learning needs.

Success will be measured by scale score growth on CAASPP tests in English and Math, MAP scores, F&P scores (English), DRA scores (Spanish), and LAS Links.

2. Parent Engagement:

San Martin Gwinn's families are outstandingly supportive of the school's program and are invaluable members of the school's learning community. We strive to include all parents in seeking input on programs and school goals. Parents and guardians will be engaged through a variety of methods including: establishing classroom parents, hosting parent information/education nights covering topics such as Cyber Bullying and vaping among others, maintaining high parent/guardian attendance at stakeholder meetings such as ELAC, School Site Council, the DIME Parent Team, and Home and School Club. Additionally, all communications and resources will be available in Spanish and English.

3. Student Engagement & School Climate:

San Martin Gwinn will promote a safe learning environment for all students and teachers by implementing systems and programs that sustain a positive learning culture. Additionally, San Martin Gwinn will 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, school counselor, CARE Counselor, Community Solutions, PBIS, and Peer Mediators.

Student diversity will be celebrated on campus, which includes ensuring that our students learn tolerance and empathy for others. School clubs and activities that engage students outside of the classroom will also be enhanced with more opportunities for enrichment and self-exploration.

This year, SMG will enter its fifth year of Positive Behavioral Interventions and Supports (PBIS) development. 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 Panther Paws as well as positive rewards systems at the classroom level. Our school behavior standards empower students to develop lifelong social skills. Student leadership clubs promote activities that develop an understanding of the behavior standards for all students. Our leadership clubs include:

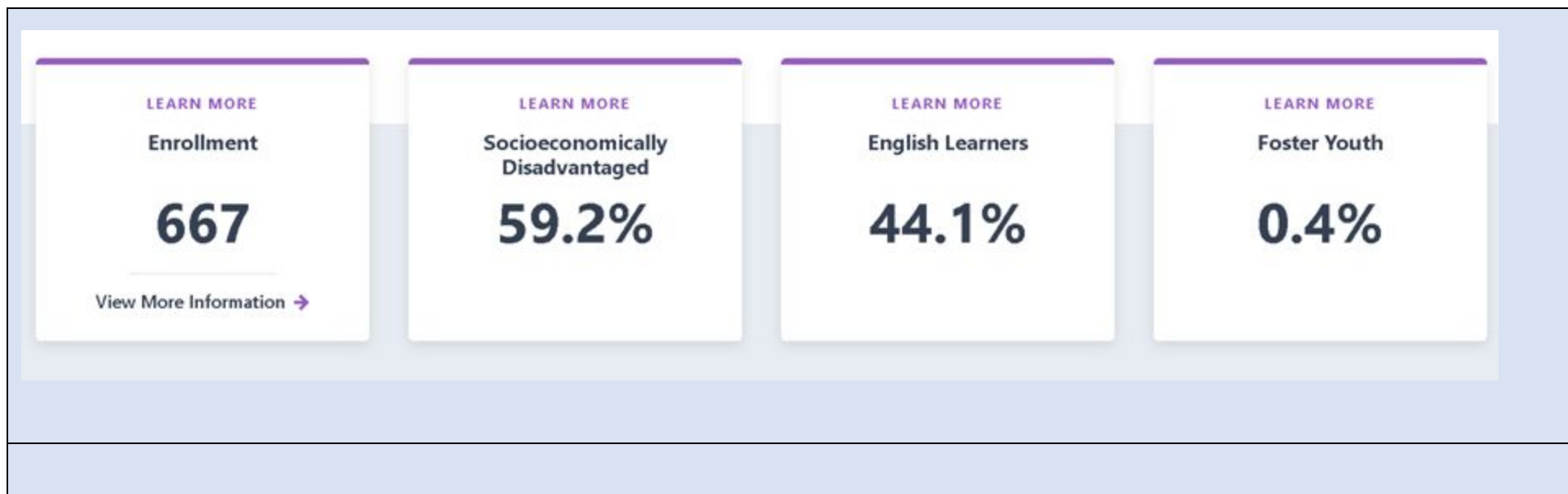
- Safety patrol
- Student Council
- Expect Respect

Our students grades 4-8th are welcome to join a variety of clubs that meet during lunch time. These students' clubs include but are not limited to:

- Drums
- Debate
- Student Voices club
- GSA (Gay/Straight Alliance)
- Arts
- Music and Dance
- Lego club
- Sports club
- Sign language club

Finally, the school will contract with a sports coach to engage students in grades K-5 in Physical Education on a weekly basis.

Student Demographics:



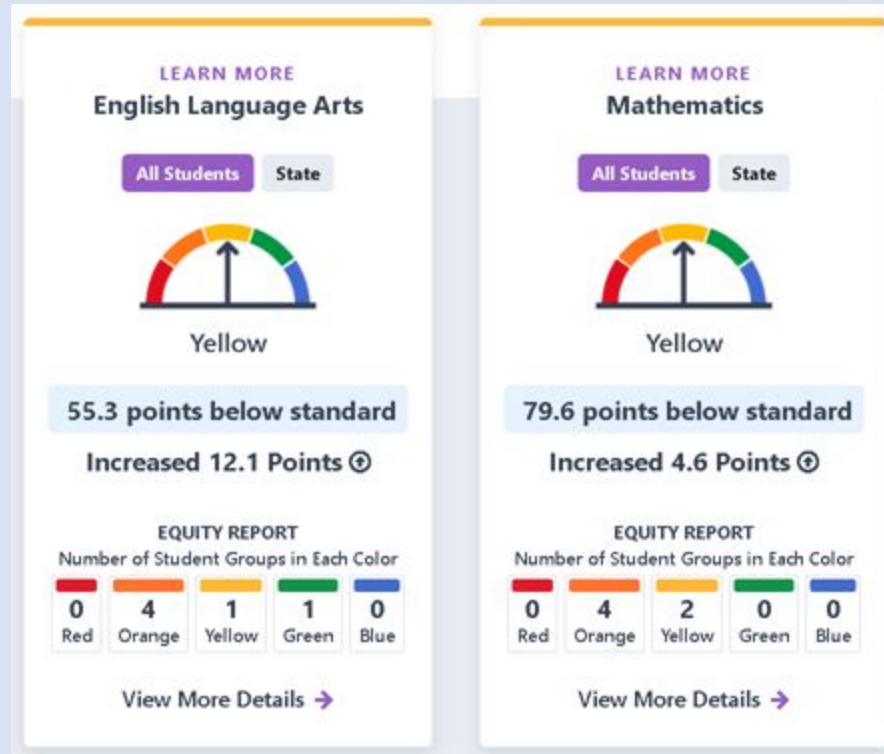
GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the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

This year's SPSA **Highlights** are:

- Suspension rates decreased significantly, down 4.6%.
- Chronic absenteeism decreased by 1.5% to 14.2%.
- Overall ELA and Math CAASPP scale scores increased. ELA overall scale scores increased by 12.1 points. Math overall scale scores increased by 4.6 points.

Based on the California School [Dashboard](#), San Martin Gwinn 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.

SMG CAASPP ELA and math:



Chronic Absenteeism Suspension Data:



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:

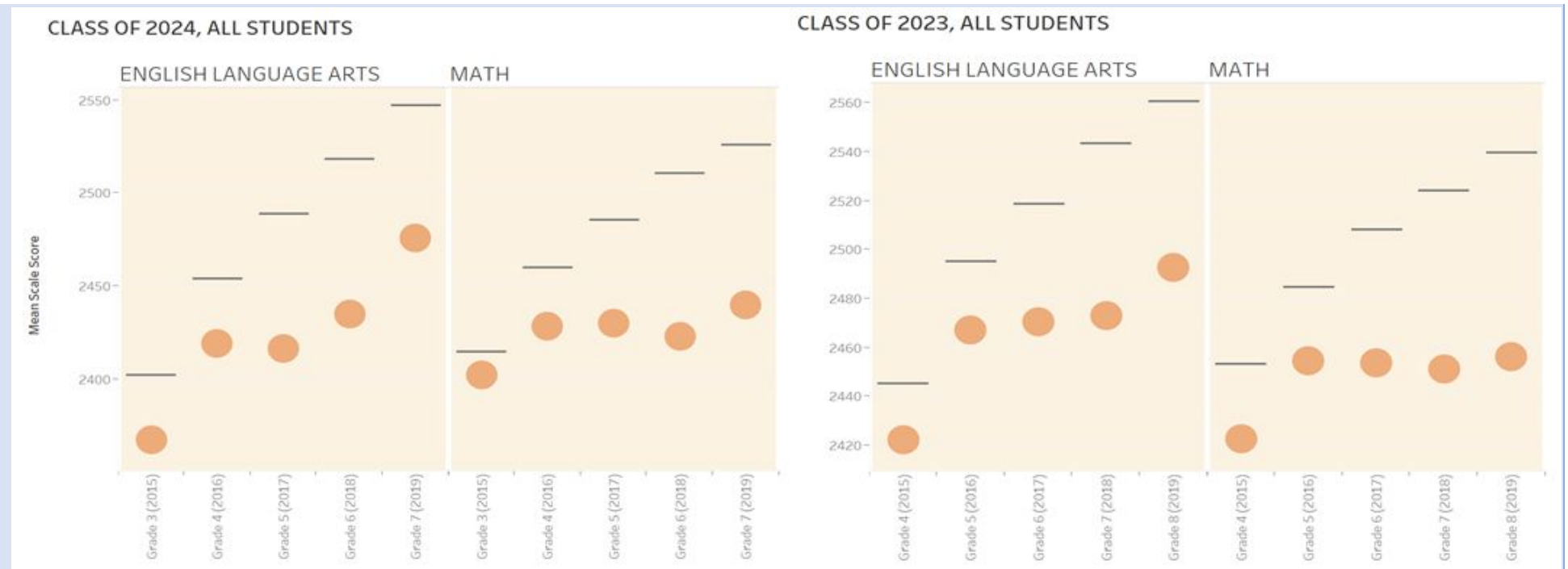
General support and improvement

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

Needs Assessment Findings

California Public School Dashboard Indicator Needs:

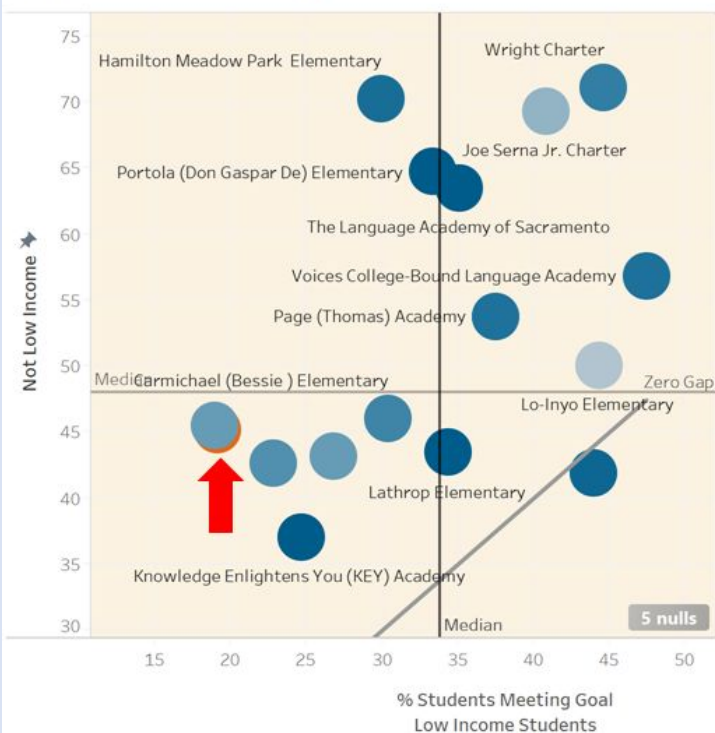
The images below show longitudinal CAASPP score data for ELA and math by graduating classes. As a K-8 school, we are afforded the advantage of examining student growth by cohorts over many years. The two images below show student cohorts by graduating class and their CAASPP scale score growth. The dot represents SMG student scale scores, and the line represents average scale score for the state. Overall, both student cohorts are achieving far below the state average in ELA and math. As a Dual Language school following the 90-10 model, research shows that students underperform on ELA standardized assessments until they have been in the program for six or more years since the majority of instruction is in Spanish until fourth grade. Therefore, it is expected that students' ELA CAASPP scores will be below the state average until the fifth or sixth grade school years. With that in mind, the research also shows that student scores on ELA standardized assessments should meet the average of their peers or exceed it by the 6th year of a dual language program, and this is not occurring with our DIME students. Additionally, after their fifth grade school year, our students show little to no growth in their scale scores for math. This analysis shows that our students need additional supports and interventions to achieve proficiency in both ELA and math. Moreover, we have a number of combination classes in grades 4 and 5 and 6-8, so the data supports eliminating the combination classes to allow for a better instructional focus on each grade level set of content standards.



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 SMG lies in relation to similar schools. The scatterplots show ELA and Math CAASPP scores for grades 3-8. With only 19% of our low income students in grades 3-8 meeting performance level goals in ELA and 12% in math, this is a significant area of need.

ENGLISH LANGUAGE ARTS 2019, GRADES 3-8



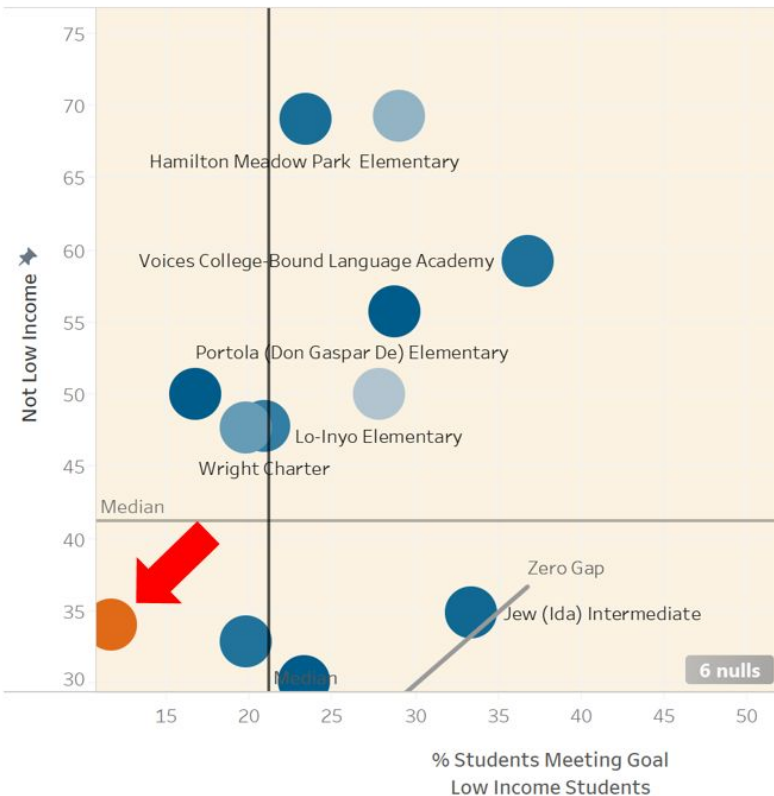
San Martin Gwinn Environmental Science Academy

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: 65 (45%)		54 (19%)
Students with scores:	144	282

MATH 2019, GRADES 3-7 (CST) or 3-8 (SB)



San Martin Gwinn Environmental Science 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: 49 (34%)		33 (12%)
Students with scores:	144	282

California Public School Dashboard Gaps:

There are no gaps of two or more dashboard levels between any student group and the all student group.

NEED TO ADD IN IMAGE

Local Assessment Data:

Although there is growth, our students continue to score in the lower percentiles in ELA and math on the MAP assessment in comparison to nationwide normative data.

Stakeholder Identified Needs:

Parent groups have identified the need to eliminate combination classes in grades 4 and 5 and middle school. Another area for improvement is in campus safety, especially with the behavior of the middle school students since there are lower grade students who may witness negative behaviors. Additionally, an area of need is the quality of instruction.

ESSA requirements aligned with the Local Control and Accountability Plan

N/A

Stakeholder Involvement

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

[Link to SSC Meetings](#)
[Link to ELAC Meetings](#)

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 two SSC meetings this year, on April 20th and May 18th, 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. In addition to this, our budget was also shared with our ELAC committee.

Resource Inequities

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

SMG 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 the rest of our white students. In order to address this inequity, SMG'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

SMG 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 GLAD and Constructing Meaning strategies of instruction, and mathematical growth mindset strategies that will support student engagement and acquisition of knowledge.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ K-8 schools

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		ELA status/change	
--All student	--All student		--All student		--All student	
Grade 3	Grade 3	2378.7	Grade 3	2388.4	Grade 3 2400.1	
Grade 4	Grade 4	2408.5/24.5	Grade 4	2414.4/35.7	Grade 4 2427.9/39.5	
Grade 5	Grade 5	2416.5/-2.8	Grade 5	2430.2/21.7	Grade 5 2436.9/22.5	
Grade 6	Grade 6	2470.5/3.3	Grade 6	2434.8/ 18.3	Grade 6 2456.7/26.5	
--Low SES	Grade 7	N/A	Grade 7	2472.7/ 2.2	Grade 7 2475.9/41.1	
Grade 3	Grade 8	N/A	Grade 8	N/A	Grade 8 2492.7/20.0	
Grade 4						
Grade 5	--Low SES		--Low SES		--Low SES	
Grade 6	Grade 3	2337.8	Grade 3	2366.3	Grade 3 2376.2	

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

--SWD	Grade 4	2378.8/19.9	Grade 4	2386.7/48.9	Grade 4	2398.2/31.9	
Grade 3	Grade 5	2379.7/-8.6	Grade 5	2394.0/15.2	Grade 5	2411.5/24.8	
Grade 4	Grade 6	2453.7/11	Grade 6	2402.7/23	Grade 6	2431.8/37.8	
Grade 5	Grade 7	N/A	Grade 7	2460.3/6.6	Grade 7	2450.9/48.2	
Grade 6	Grade 8	N/A	Grade 8	N/A	Grade 8	2473.5/13.2	
--EL							
Grade 3	--SWD		--SWD		--SWD		
Grade 4	Grade 3	2304.6	Grade 3	N/A	Grade 3	N/A	
Grade 5	Grade 4	N/A	Grade 4	N/A	Grade 4	N/A	
Grade 6	Grade 5	2358.9/-13.4	Grade 5	N/A	Grade 5	N/A	
Math status/change	Grade 6	2380.2/-1.5	Grade 6	2356.6/-2.3	Grade 6	2337.2	
--All student	Grade 7	N/A	Grade 7	N/A	Grade 7	2375.1/18.5	
Grade 3	Grade 8	N/A	Grade 8	N/A	Grade 8	N/A	
Grade 4	--EL		--EL		--EL		
Grade 5	Grade 3	2320.4	Grade 3	2359.7	Grade 3	2361.7	
Grade 6	Grade 4	2339.8/-25.8	Grade 4	2360.0/39.6	Grade 4	2388.2/28.5	
--Low SES	Grade 5	2359.2/-23.7	Grade 5	2370.6/30.8	Grade 5	2379.4/19.4	
Grade 3	Grade 6	2392.4/-25.5	Grade 6	2356.9/-2.3	Grade 6	2391.6/21	
Grade 4	Grade 7	N/A	Grade 7	N/A	Grade 7	2400.1/43.2	
Grade 5	Grade 8	N/A	Grade 8	N/A	Grade 8	2416.0	
Grade 6	Math status/change		Math status/change		Math status/change		
--SWD	--All student		--All student		--All student		
Grade 3	Grade 3	2396.2	Grade 3	2400.7	Grade 3	2410.2	
Grade 4	Grade 4	2423.5/10.4	Grade 4	2421.5/ 25.3	Grade 4	2436.0/35.3	
Grade 5	Grade 5	2430/1.9	Grade 5	2429.7/ 6.2	Grade 5	2432.5/11	
Grade 6	Grade 6	2470.5/3.3	Grade 6	2423.1/ -6.9	Grade 6	2441.7/12	
--EL	Grade 7	N/A	Grade 7	2451.0/ -19.5	Grade 7	2440.0/16.9	
Grade 3	Grade 8	N/A	Grade 8	N/A	Grade 8	2456.0/5	
Grade 4	--Low SES		--Low SES		--Low SES		
Grade 5	Grade 3	2360.4	Grade 3	2383.5	Grade 3	2396.1	
Grade 6	Grade 4	2378.8/19.9	Grade 4	2391.5/ 31.1	Grade 4	2413.6/30.1	
	Grade 5	2379.7/-8.6	Grade 5	2400.9/ 22.1	Grade 5	2413.4/21.9	
Science status/change	Grade 6	2453.7/11	Grade 6	2395.0/ 15.3	Grade 6	2411.1/10.2	
--All student	Grade 7	N/A	Grade 7	2439.7/ -14	Grade 7	2410.3/15.3	
Grade 5	Grade 8	N/A	Grade 8	N/A	Grade 8	2448.5/8.8	
Grade 8	--SWD		--SWD		--SWD		
--Low SES	Grade 3	2313.5	Grade 3	N/A	Grade 3	N/A	
Grade 5	Grade 4	N/A	Grade 4	N/A	Grade 4	N/A	
Grade 8	Grade 5	2363.5/-18.8	Grade 5	N/A	Grade 5	N/A	
--SWD	Grade 6	2388.8/-8.5	Grade 6	2322.2/ -41.3	Grade 6	2303.4	
Grade 5	Grade 7	N/A	Grade 7	N/A	Grade 7	2342.6/20.4	
Grade 8	Grade 8	N/A	Grade 8	N/A	Grade 8	N/A	
--EL	--EL		--EL		--EL		

Grade 5 Grade 8	Grade 3 2345.1 Grade 4 2378.8/-15.8 Grade 5 2395.4/-11.3 Grade 6 2378.9/-45.6 Grade 7 N/A Grade 8 N/A Science status/change --All student Grade 5 N/A Grade 8 --Low SES Grade 5 N/A Grade 8 --SWD Grade 5 N/A Grade 8 --EL Grade 5 N/A Grade 8	Grade 3 2382.5 Grade 4 2365.6/ 20.5 Grade 5 2380.4/ 1.6 Grade 6 2365.2/ -13.7 Grade 7 N/A Grade 8 N/A Science status/change --All student Grade 5 N/A Grade 8 --Low SES Grade 5 N/A Grade 8 --SWD Grade 5 N/A Grade 8 --EL Grade 5 N/A Grade 8	Grade 3 2379.2 Grade 4 2410.4/27.9 Grade 5 2382.2/16.6 Grade 6 2389.0/8.6 Grade 7 2380.4/15.2 Grade 8 2376.1 Science status/change --All student Grade 5 N/A Grade 8 --Low SES Grade 5 N/A Grade 8 --SWD Grade 5 N/A Grade 8 --EL Grade 5 N/A Grade 8	
Dashboard Academic Indicator Groups in Red/Orange:	Dashboard Indicators ELA: All Students, English Learners, Hispanic, SES Math: All Students, English Learners, Hispanic, SES	Dashboard Indicators School identified for CSI Chronic Absenteeism Red: All, EL, Homeless, SED, SWD, Hispanic Suspension: Red: All, EL, Homeless, SED, SWD, Hispanic Orange: White ELA: Red: EL, Homeless, SED, SWD, Hispanic Orange: All Math: Red: EL, Homeless, SED, SWD, Hispanic Orange: All	Dashboard Indicators School identified for CSI Chronic Absenteeism Orange: Homeless, SWD Red: none Suspension: None in red or orange ELA: Orange: EL's, Low SES, Homeless, SWD Red: None Math: Orange: EL's, Low SES, Homeless, SWD Red: None	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group

<p>Biliteracy</p> <p>--EL Progress</p> <p>--EL status & change</p> <p>--EL Reclass Rate</p>	<p>Biliteracy (Dashboard & Data Q)</p> <p>--EL Progress: Green</p> <p>--status & change: 74.4, +14.3</p> <p>--Reclass Rate: 12.5%</p>	<p>Biliteracy</p> <p>With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure..Reclass Rate: = 1.1%</p>	<p>Biliteracy</p> <div> <p>LEARN MORE</p> <p>English Learner Progress</p> <p>All Students State</p> <p>38.5% making progress towards English language proficiency</p> <p>Number of EL Students: 234</p> <p>Progress Levels</p> <div> <p>Very High = 65% or higher</p> <p>High = 55% to less than 65%</p> <p>Medium = 45% to less than 55%</p> <p>Low = 35% to less than 45%</p> <p>Very Low = Less than 35%</p> </div> <p>View More Details →</p> </div>	<p>Maintain high status or positive growth in all categories</p>
<p>NWEA MAP</p> <p>Fall to Winter Growth: Compared to Nat. Growth</p> <p>ELA</p> <p>--Grade 2</p> <p>--Grade 3</p> <p>--Grade 4</p> <p>--Grade 5</p> <p>--Grade 6</p> <p>--Grade 7</p> <p>--Grade 8</p> <p>Math</p> <p>--Grade 2</p> <p>--Grade 3</p> <p>--Grade 4</p> <p>--Grade 5</p> <p>--Grade 6</p> <p>--Grade 7</p> <p>--Grade 8</p> <p>Science</p> <p>--Grade 2</p> <p>--Grade 3</p> <p>--Grade 4</p> <p>--Grade 5</p> <p>--Grade 6</p>	<p>NWEA MAP</p> <p>Fall to Winter School Growth: Compared to National Growth</p> <p>ELA School / National</p> <p>--Grade 2 63% +11.3 / + 6.7</p> <p>--Grade 3 43% +7.3 / +5.3</p> <p>--Grade 4 54% +5.3 / +4.0</p> <p>--Grade 5 49% +3.9 / +3.1</p> <p>--Grade 6 54% +2.1 / +2.4</p> <p>--Grade 7 72% +0.7 / + 1.8</p> <p>--Grade 8 ***</p> <p>-Math</p> <p>--Grade 2 83% +12.3 / +6.8</p> <p>--Grade 3 68% +8.4 / +5.6</p> <p>--Grade 4 51% +4.4 / +4.5</p> <p>--Grade 5 49% +3.9 / +3.6</p> <p>--Grade 6 68% +5.1 / +2.6</p> <p>--Grade 7 44% +2.6 / +2.0</p> <p>--Grade 8 ***</p> <p>Science: optional</p> <p>--Grade 2 ***</p> <p>--Grade 3 61% +6.7 / +3.8</p> <p>--Grade 4 59% +4.4 / +3.0</p> <p>--Grade 5 55% +3.6 / +2.5</p> <p>--Grade 6 62% +4.0 / +1.9</p>	<p>NWEA MAP</p> <p>Fall to Winter School Growth: Compared to National Growth</p> <p>ELA School / National</p> <p>--Grade 2 40% +11.8 / + 9.6</p> <p>--Grade 3 58% +11.3 / +7.6</p> <p>--Grade 4 63% +5.7 / +5.6</p> <p>--Grade 5 39% +4.4 / +4.3</p> <p>--Grade 6 46% +2.6 / +3.4</p> <p>--Grade 7 50% +3.1 / +2.6</p> <p>--Grade 8 44% +6.6 / +2.1</p> <p>-Math</p> <p>--Grade 2 53% +8.3 / +9.5</p> <p>--Grade 3 72% +7.5 / +7.7</p> <p>--Grade 4 57% +7.7 / +6.3</p> <p>--Grade 5 45% +3.7 / +5.2</p> <p>--Grade 6 43% +4.2 / +3.9</p> <p>--Grade 7 50% +3.5 / +2.9</p> <p>--Grade 8 56% +5.1 / +2.4</p> <p>Science: optional</p> <p>--Grade 2</p> <p>--Grade 3</p> <p>--Grade 4</p> <p>--Grade 5</p> <p>--Grade 6</p>	<p>NWEA MAP</p> <p>Fall to Winter School Growth: Compared to National Growth</p> <p>ELA School / National</p> <p>--Grade 2 +6.2 / +8.9</p> <p>--Grade 3 +11.8/ +7.3</p> <p>--Grade 4 +3.3/ +5.8</p> <p>--Grade 5 +4.7/ +4.6</p> <p>--Grade 6 +4.6/ +3.6</p> <p>--Grade 7 -1.8/ +2.9</p> <p>--Grade 8 +2.9/ +2.5</p> <p>-Math</p> <p>--Grade 2 +11.6/ +9.0</p> <p>--Grade 3 +9.8/ +7.8</p> <p>--Grade 4 +2.9/ +6.5</p> <p>--Grade 5 +2.7/ +5.6</p> <p>--Grade 6 +1.4/ +4.8</p> <p>--Grade 7 -0.2/ +3.8</p> <p>--Grade 8 +1.8/ +3.2</p> <p>Science: optional</p> <p>--Grade 2</p> <p>--Grade 3</p> <p>--Grade 4</p> <p>--Grade 5</p> <p>--Grade 6</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>

--Grade 7 --Grade 8	--Grade 7 *** --Grade 8 ***	--Grade 7 --Grade 8	--Grade 7 --Grade 8	
PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation: N/A for 2018 --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation: 45 test takers --Met ERW benchmark: 29% --Met Math benchmark: 13% --Met both benchmarks: 7%	PSAT Exam --Participation: test takers --Met ERW benchmark: --Met Math benchmark: --Met both benchmarks:	Increase CCR score 3 %
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 Mar --% 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: N/A --Avg K Mar: N/A --At level Mar: N/A --Avg 1 Fall: 0.9 --Avg 1 Mar: 1.1 --At level Mar: 6% --Avg 2 Fall: --Avg 2 Mar: 2.5 --At level Mar: 38% --Avg 3 Fall: 2.6 --Avg 3 Mar: 3.1 --At level Mar: 35% --Avg 4 Fall: 3.4 --Avg 4 Mar: 3.0 --At level Mar: 13% --Avg 5 Fall: 4.4 --Avg 5 Mar: 4.8 --At level Mar: 35%	Fountas & Pinnell by grade --Avg K Fall: 0 --Avg K Mar: 0.2 --At level Mar: 15% --Avg 1 Fall: 0.8 --Avg 1 Mar: 1.3 --At level Mar: 23% --Avg 2 Fall: 1.9 --Avg 2 Mar: 2.3 --At level Mar: 42% --Avg 3 Fall: 2.6 --Avg 3 Mar: 2.9 --At level Mar: 31% --Avg 4 Fall: 3.6 --Avg 4 Mar: 4.2 --At level Mar: 45% --Avg 5 Fall: 4.2 --Avg 5 Mar: 4.5 --At level Mar: 18%	Fountas & Pinnell by grade --Avg K Fall: N/A --Avg K Mar: 0.4 --At level Mar: 67% --Avg 1 Fall: 0.8 --Avg 1 Mar: 1.6 --At level Mar: 90% --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.6 --At level Mar: 74% --Avg 3 Fall: 2.8 --Avg 3 Mar: 3.0 --At level Mar: 56% --Avg 4 Fall: 3.8 --Avg 4 Mar: 4.4 --At level Mar: 73% --Avg 5 Fall: 4.9 --Avg 5 Mar: 5.3 --At level Mar: 62%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age
Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --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 --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	Usage Monitoring --Extended Day: 120 --Read 180:14 --System 44:10 --LLI: 80 --Lexia: 29% use, 26% at GLev. --Study Island: 81,778	Usage Monitoring --Extended Day: 88 students --System 44/Read 180, 31 students --LLI: 101 students --Lexia: 54% use , 21% meeting usage --SI: 1809 sessions, 19,560 question at 61.7% correct.	Usage Monitoring --Extended Day: students --System 44/Read 180, students --LLI: students --Lexia: % use , % meeting usage --SI: sessions, question at % correct.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.
Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	Special Education non SLP -RSP: # Referrals: 20 # Qualified: 12 -# Exited: 0 % Non EL: % EL: SDC # Referrals: 0 # Qualified: 13 -# Exited: 0 % Non EL: 46% % EL: 54%	Special Education non SLP -RSP: # Referrals: 22 # Qualified: 34 -# Exited: xx % Non EL: 19 % EL: 15 SDC # Referrals: 0 # Qualified: 12 -# Exited: 1 % Non EL: 6 % EL: 6 Speech: 35 Students # Exited: 7 # Referrals: 11 # Qualified: 0	Special Education non SLP # Referrals:8 # Qualified:4 -# Exited: 0 % Non EL: 44% % EL: 56% SDC # Referrals: 0 # Qualified: 0 -# Exited: 7 % non EL: 6/13 46% % EL: 7/13 54% Speech: Students # Exited: # Referrals: # Qualified:	Minimize gaps in referral rates and reduce overall rate by inclusion
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	Core Area Grades (grades 6-8.) Grade 6 Tri 1 Tri 2 ELA 3.38 3.07 Math 2.88 2.95 Science 3.22 3.32 S.S. 3.12 3.43 Grade 7 Tri 1 Tri 2 ELA 1.78 1.30 Math 2.28 1.96 Science 3.22 3.32 S.S. 3.02 1.67	Core Area Grades (grades 6-8.) Grade 6 Tri 1 Tri 2 ELA 3.10 3.25 Math 2.87 3.05 Science 3.52 3.37 S.S. 3.42 3.19 Grade 7 Tri 1 Tri 2 ELA 2.6 3.07 Math 3.58 3.29 Science 3.76 3.32 S.S 3.79 3.35 Grade 8 Tri 1 Tri 2 ELA 3.0 3.27 Math 3.12 3.22 Science 3.37 3.26 S.S 3.47 3.41	Core Area Grades (grades 6-8.) Grade 6 Tri 1 Tri 2 ELA 3.13 2.87 Math 3.33 2.85 Science 3.45 3.53 S.S. 3.33 2.56 Grade 7 Tri 1 Tri 2 ELA 2.98 2.0 Math 3.27 2.76 Science 3.41 2.92 S.S 3.25 2.64	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.

			Grade 8 Tri 1 Tri 2 ELA 3.19 2.45 Math 3.05 3.0 Science 3.27 3.13 S.S 3.33 2.11	
Other Site Specific metrics: <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc. Honor roll, science fair, history day etc.</i>	5th Grade DIME Bilingual Award: Attainment Award: 8/28% Participation Awards: 18/72%	5th Grade DIME Bilingual Award: Attainment Award: 18/47% Participation Awards: 20/53%	5th Grade DIME Bilingual Award: Attainment Award: Participation Awards: 8th Grade DIME	

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. Purchase a 1.0 FTE to lower math and ELA class sizes in grades 6-8.
2. Fund hourly pay for increased yard duty supervision.
3. Fund extra hourly pay for the health clerk and front office staff to prepare for the opening of the school in August.

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)
Middle School Teacher 1.0 FTE	\$80,727.66	LCFF
Yard Duty Hours	\$31,000	Unrestricted Lottery
Certificated Hourly	\$1,100	Unrestricted 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. Fund three bilingual instructional aides to support small group instruction, reading intervention, and differentiation in class.

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)
Three Bilingual Aide Personnel	\$118,507.19	Title 1

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. Fund hourly pay for teachers to collaborate on curriculum development.
- 2. Fund substitutes for teachers to attend IEP's and professional development opportunities.

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)
Hourly Certificated Pay	\$4,096	Title 1
Substitutes for teacher	\$10,560 \$4,330	Title 1 Unrestricted Lottery

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. Purchase licenses for online learning programs: Brainpop, IStation and others as needed to support distance learning.
2. Fund stipends for PLC lead teachers, one technology lead, student council, and SST coordinator.
3. Purchase classroom instructional supplies.
4. Pay for Coach Tony to teach PE to grades K-5.
5. Fund substitutes for school business such as teacher attendance at SST's, IEP's, and 504 meetings.
6. Hold for funding licenses as needed.
7. Purchase sports equipment for all grade levels.

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**

Brainpop and IStation, and others	\$16,904	Title 1
Teacher stipends	\$8,325 \$3,330	Title 1 & Unrestricted Lottery
Classroom supplies	\$5,000	Unrestricted Lottery
Fund PE coach for grades K-5	\$5,000	Unrestricted Lottery
Substitutes	\$4,330	Unrestricted Lottery
Licenses	\$6,000	Unrestricted Lottery
Sports equipment	\$2,964	Extra-curricular

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. Fund after school care and enrichment for extended day (this will likely be adjusted once we have clarity on how schools will resume in the fall due to the COVID19 pandemic) in coordination with the YMCA.
2. Purchase leveled reading books and classroom supplies.
3. Purchase supplemental instructional materials for DIME.

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 5 Strategy/Activity	Amount(s)	Source(s)
After school care and Enrichment	\$35,000 (\$16,000 to YMCA)	Extended Day Funding
Leveled Readers and Supplies	\$16,671	Title 1
DIME supplemental Curriculum	\$9,000	Title 1

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. N/A

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 6 Strategy/Activity	Amount(s)	Source(s)
Not at this time		

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. Pay for school lunches.
- 2. Repairs and maintenance of office equipment.
- 3. Purchase office supplies
- 4. Purchase health office supplies
- 5. Purchase radios x 4

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
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Food services unpaid lunches	\$3,000	Unrestricted lottery
Repairs and maintenance	\$2,500	Unrestricted Lottery
Office Supplies	\$13,570	Unrestricted Lottery
Purchase health office supplies	\$1,500	Unrestricted Lottery
Radios x 4	\$1,600	Unrestricted Lottery

Goal 1: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With new administration in place, we are adjusting our plans to meet the needs of our students based on their achievement on math and ELA CAASPP, MAP, and F&P assessments. We will continue to fund a reading intervention team of bilingual instructional aides to continue the work they began in the 2019-2020 year. Additionally, our teachers began to meet regularly following the PLC model, and this practice will continue. Teacher teams will be led by a stipended teacher leader to guide the PLC teams in data analysis and curriculum development. Additionally, our DIME teachers will be meeting regularly to review and adjust the program's design and instructional practices. With the COVID19 pandemic affecting how we instruct our students, we have created a SPSA to be flexible to the needs of our students whether they will be learning remotely, with a modified schedule, or as we traditionally teach. A focus has been placed on preparing our teachers for remote learning, and providing them with the learning tools to be effective in a virtual learning environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At this time, there are no differences anticipated for this budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on PLC teams and collaboration as this will support all students in all subject areas. We will also focus on reading intervention and math lesson differentiation to support all learners.

Goal 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.

Identified Need

SMG has been working actively on parent engagement. For the last two years, we have provided CAFE "Project to Inspire classes" to parents at our school. Our stakeholder groups have identified the need to continue active and targeted outreach to parents to connect them to SMG's academic and social emotional support system and services to their children, their families and their community. With the COVID19 pandemic, we will be exploring new ways for parents to engage with student learning during remote teaching as the state and county provide guidance on social gatherings.

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	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics

Home and School Club Agenda and Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	Parent Volunteers # cleared through HR: 96	Parent Volunteers # cleared through HR this year: 45 Total cleared volunteers: 141	Maintain consistent annual trend emailed Nancy	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised: \$72,000 Total Allocated: \$65,000	Fundraising Total Raised: \$115,763 Total Allocated: \$129,533	Fundraising Total Raised: \$102,984 Total Allocated: \$88,041.73	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone Completion rate: 80%	Mass Phone Completion rate: 80%	Mass Phone Completion rate: 88%	Close gap to 100%
Mass email completion rates	Mass email completion rate: 99%	Mass email completion rate: 94%	Mass email completion rate: 100% of 400 emails in our system	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 40% with an average of 54 times per student (as of March 15).	Parent monitoring percent accessing Aeries: 45.6% with an average of 81 times per student (as of March 15)	Parent monitoring percent accessing Aeries: 50.1% with an average of 53 times per student	Close gap to 100%
Parent Education program completers	Parent Education program completers: 5 parents CABC Ten parents are participating on level 1 CABC parenting program	Parent Education program completers: Total of 13; 5 parents CABC level 1 and 8 parents for CABC level 3.	Monitor in conjunction with parent needs.Maintain consistent service CABC cancelled this year	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	English Survey 4.15 Spanish Survey 2.75	English Survey 3.25 Spanish Survey 3.0	English Survey 3.38 Spanish Survey 3.63	Improve score on parent rubric, close gaps based on language
Our school encourages parent volunteers in a variety of roles:	English Survey 4.31 Spanish Survey 3.5	English Survey 3.42 Spanish Survey 3.5	English Survey 3.54 Spanish Survey 3.63	Improve score on parent rubric, close gaps based on language

Our school makes parents feel like valued partners in education	English Survey 3.77	Spanish Survey 3.75	English Survey 2.92	Spanish Survey 4.5	English Survey 3.54	Spanish Survey 3.63	Improve score on parent rubric, close gaps based on language
Parents are satisfied with level of 2-way communication	English Survey 3.62	Spanish Survey 3.25	English Survey 2.58	Spanish Survey 3.5	English Survey 3.38	Spanish Survey 3.63	Improve score on parent rubric, close gaps based on language
Our school provides adequate monitoring info for grades & attendance	English Survey 3.23	Spanish Survey 4.0	English Survey 2.67	Spanish Survey 3.5	English Survey 3.38	Spanish Survey 3.31	Improve score on parent rubric, close gaps based on language
Our school is physically safe:	English Survey 3.69	Spanish Survey 2.5	English Survey 2.75	Spanish Survey 1.5	English Survey 3.22	Spanish Survey 2.63	Improve score on parent rubric, close gaps based on language
Ours school meets social emotional needs:	English Survey 3.69	Spanish Survey 3.33	English Survey 2.5	Spanish Survey 4.0	English Survey 3.38	Spanish Survey 3.63	Improve score on parent rubric, close gaps based on language1
Our school values diversity:	English Survey 3.77	Spanish Survey 3.75	English Survey 3.25	Spanish Survey 4.5	English Survey 3.54	Spanish Survey 3.94	Improve score on parent rubric, close gaps based on language
Parents satisfied with learning environment	English Survey 3.38	Spanish Survey 4.0	English Survey 3.17	Spanish Survey 4.0	English Survey 3.38	Spanish Survey 3.94	Improve score on parent rubric, close gaps based on language
Our school has a challenging curriculum	English Survey 3.38	Spanish Survey 3.0	English Survey 2.83	Spanish Survey 3.5	English Survey 3.38	Spanish Survey 3.31	Improve score on parent rubric, close gaps based on language
Parents encourage after school participation	English Survey 4.15	Spanish Survey 4.5	English Survey 3.42	Spanish Survey 5	English Survey 4.02	Spanish Survey 5	Improve score on parent rubric, close gaps based on language
Parents have a high knowledge of support and extended programs	English Survey 3.54	Spanish Survey 3.75	English Survey 2.67	Spanish Survey 3.5	English Survey 3.22	Spanish Survey 3.31	Improve score on parent rubric, close gaps based on language
Our school has a high variety of extended programs available.	English Survey 3.46	Spanish Survey 3.75	English Survey 2.58	Spanish Survey 4.0	English Survey 3.22	Spanish Survey 3.63	Improve score on parent rubric, close gaps based on language
My child likes school:	English Survey 3.77	Spanish Survey 4.0	English Survey 3.25	Spanish Survey 4.5	English Survey 3.38	Spanish Survey 3.94	Improve score on parent rubric, close gaps based on language

My child feels safe at school:	English Survey 3.85	Spanish Survey 4.0	English Survey 3.0	Spanish Survey 4.5	English Survey 3.54	Spanish Survey 3.94	Improve score on parent rubric, close gaps based on language
<div><div><div>Additional site specific</div><div>Cafecito</div><div>Back to School Night</div><div>Open House attendance</div><div>Family Activity events</div><div>(Dads on Duty, Moms on a Mission, Father/Daughter Dance, Mom/Son glow party, Santa's Breakfast, Spring Music Program, Fun Run, Ice Cream Social, Movie Nights)</div><div>Project Cornerstone, Los Dichos)</div><div>Families referred to SLS (food/clothing support)</div><div>CABE classes.</div></div></div> <div><div>Cafecito with the principal were held 6 times this year on Fridays. An average of 15-20 parents attended these meetings.</div><div>Back to School night and Open House have been highly attended.</div><div>All of our Home and School Club after school events have been extremely successful.</div><div>Movie nights are held once a month both in Spanish and in English with an average of 30 families attending.</div><div>Fifteen parents are involved in our academic and enrichment programs (CABE levels 1-3).</div><div>Parent Nutrition Classes had 15 parents, and Strengthening Families had an attendance of 10 parents.</div><div>ESL Adult classes had an attendance of 15 parents, but it got reduced to 2 at the end due to fingerprinting requirements.</div><div>Take it Personally had an attendance of 12 parents, and Mental Health Class had 15 parentes.</div><div>Five of our parents graduated from our CABE, level 3, parenting classes.</div><div>All our students benefit from 7 of our parent driven "Los Dichos" lessons that support or character building and assets.</div><div>Eight SMG Families participated in Triple P (Positive Parenting Program) this school year.</div></div> <div><div>Cafecito with the principal were held 6 times this year on Wednesday. An average of 20 parents attended these meetings.</div><div>Back to School night and Open House have been highly attended</div><div>All of our Home and School Club after school events have been extremely successful.</div><div>Movie nights are held once a month both in Spanish and in English with an average of 40 families attending.</div><div>This year, we hosted a Math Festival on a Saturday, with an attendance of 45 families.</div><div>Our Discovery Family Science Night had an attendance of 96 participants.</div><div>Thirteen parents are involved in our academic and enrichment programs (CABE levels 1-3). Eight graduated from level 3 and 5 completed level 1.</div><div>Twenty of our families received help from Cecelia's Closet.</div><div>50-80 families receive groceries from Second Food Harvest.</div><div>48 students have received gift cards for shoes from Walking with Dignity.</div><div>All our students benefit from 8 of our parent driven "Los Dichos" lessons that support or character building and assets; 5 parents volunteered for Project Cornerstone.</div></div>							

	<p>Fifteen of our families received help from Cecelia's Closet.</p> <p>50-80 families receive groceries from Second Food Harvest.</p> <p>10 Families (over 30 students) have received gift cards for shoes from Walking with Dignity.</p>			
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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. Support parent volunteering in the school--budgeting for 55 new badges for parent engagement
2. Pay for Blackboard connect
3. Purchase postage for mailers.
4. Fund administrator's cell phone usage.

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 Clearance for volunteers	\$1925	Unrestricted Lottery
Blackboard Connect	\$1500	Unrestricted Lottery
Postage	\$1000	Title 1
Administrators Cell Phone	\$1,200	Unrestricted Lottery

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. TBD once state and county guidelines for public meetings is updated due to the COVID19 pandemic. The goal is to continue to support families with school related topics and information nights as needed. Topics may include using Aeries, learning with technology, vaping education, Naviance training, and other educational nights.
2. Fund babysitting to allow better access for parents/guardians to attend engagement nights.

Proposed Expenditures for this Strategy/Activity.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
TBD	Unknown	Title I and Lottery carryover

Babysitting	\$1000	Title 1
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Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SMG is proud of working with its families and community partners to provide a wide variety of day and night events that allow students and families to see school as a place where they can be safe, learn, and have fun. Our mission and goal is to offer a wide variety of opportunities and events where our families and community can connect and interact with our school and district's vision. Most importantly, we want our families to learn and be involved in all academic, social, and cultural events that will prepare our population in becoming lifelong learners and be ready for college and career opportunities. We work diligently with our ELAC, SSC and HSC for suggestions of things to include, modify or remove from our school's calendar. We keep records of attendance at our events and use those numbers to help us know which events are most popular and which could be replaced or modified.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes made on this goal will be based on the participation and data collected from the events that are planned throughout the school year. These changes can be found on the expenditures page of this SPSA as it will be modified as needed.

SMG will continue to use stakeholder input to define the program of activities and opportunities for engaging parents. The principal will meet with the president of the HSCC during the summer to modify the upcoming calendar. The principal and the HSC president will

regularly post upcoming opportunities on the SMG Facebook page, through Blackboard Connect, and weekly emails sent to all families (Spanish and English).

Due to our diverse population and our high number of homeless and foster youth students, and in order to provide equity in access to communication, SMG will continue to provide our community the same level of access for all students. Therefore, SMG will also continue to send home information in Thursday folders to ensure that all families have access to the opportunities and news from school.

Goal 3: School Climate

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

SMG major goal this year is to continue reducing the percentage of suspensions as well as chronic absenteeism. We will continue to foster and provide safe and fun environment where ALL students will learn and be prepared for college and career.

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: 94.8%	Month 11: 94.8%	Month 11: 95.6%	Increase by >0.2 per year
Chronic Absenteeism Rates:	Chronic Absenteeism Rates: (Dashboard)	Chronic Absenteeism Rates: (Dashboard)	Chronic Absenteeism Rates: (Dashboard)	Reduce gap to State average level by one-third per year
Overall:	Overall: 11.7%	Overall: 15.7%	Overall: 14.2%	
SWD	SWD 10.1%	SWD 27.7%	SWD 25.9%	
SED	SED: 13.7%	SED: 19.5%	SED: 17.2%	
Foster	Foster: ***	Foster: 20.0%	Foster: *** (no data)	
Homeless	Homeless: 22.3%	Homeless: 31.5%	Homeless: 29.1%	
EL	EL: 11.8%	EL: 15.5%	EL: 14.9%	
White	White: 16.1%	White: 13.6%	White: 11.5%	
Latino	Latino: 11.2%	Latino: 16.8%	Latino: 15.5%	
SARB Compliance:	SARB Compliance:	SARB Compliance:		
--# First SARB Notice	--# First Notice: 68	--# First Notice: 222	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws
--# Second SARB Notice	--# Second Notice: 63	--# Second Notice: 142		
--# Third SARB Notice	--# Third Notice: 13	--# Third Notice: 95		
--# Parent Conferences	--# Conferences: 13	--# Conferences: 5	emailed Gloria	
	--# Hearings: 0	--# Hearings: 0		

--#SARB Hearings				
Suspension Rates:	Suspension Rates Dashboard	Suspension Rates Dashboard	Suspension Rates Dashboard	
Overall:	Overall: 5%	Overall: 8.1%	Overall: 3.5%	
SWD	SWD: 4.4%	SWD: 8.3%	SWD: 4.4%	
SED	SED: 4.3%	SED: 8.2%	SED: 4.3%	
Foster	Foster: ***	Foster: ***	Foster: ***	
Homeless	Homeless: 4.3%	Homeless: 10.2%	Homeless: 3.6%	
EL	EL: 2.7%	EL: 7.8%	EL: 4.1%	
White	White: 8.1%	White: 7.2%	White: 1.1%	
Latino	Latino: 4.2%	Latino: 8.4%	Latino: 4.0%	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses:	Offenses (DataQuest):	Offenses (DataQuest):	Offenses (DataQuest):	
Controlled Substance	Controlled Substance: 0	Controlled Substance: 1	Controlled Substance: 3	
Violence	Violence/fighting: 34	Violence/fighting: 61	Violence/fighting: 27	
Weapons	Weapons: 0	Weapons: 1	Weapons: 1	
Behavior/Bullying	Behavior/Bullying: 5	Behavior/Bullying: 5	Behavior/Bullying: 6	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Expulsion Rate: 0%	Expulsion Rate: 0.14%	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, all grades combined			
I feel safe at school	2.91	3.1	This survey discontinued	
I feel safe at home	3.67	3.8		
I have a safe staff connection to talk to.	3.25	3.1		
I participate in school activities	2.63	2.7		
I am happy at school	2.24	2.8		

I am proud of my school	3.03	3.1		
My school is an outstanding school	3.13	2.8		
CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding favorably (Grade 7)			
High Academic Motivation	27%	Survey given every other year	This survey discontinued	
School has very high academic expectations	34%	Survey given every other year		
Experienced harassment or bullying	33%	Survey given every other year		
Been under the influence at school	0%	Survey given every other year		
High level of school connectedness	17%	Survey given every other year		
High level of caring staff	22%	Survey given every other year		
Feeling very safe at school	61%	Survey given every other year		
NWEA SEL survey	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	3.96	NWEA discontinued survey pilot	This survey discontinued	
Peer support for learning	3.91	NWEA discontinued survey pilot		
Family Support for learning	4.32	NWEA discontinued survey pilot		
Relevance of school work	4.10	NWEA discontinued survey pilot		
Positive future outlook	4.40	NWEA discontinued survey pilot		

Intrinsic Motivation	3.71	NWEA discontinued survey pilot		
Students attending Extended Day:	# Attending Ext. Day: 120	# Attending Ext. Day: 88	# Attending Ext. Day: 1st Semester: ____, emailed Nancy 2nd Semester: 24 (ended early)	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	Athletics teams- Female: 25 Male: 25 Soccer HSC supported plan: 60	Athletics teams-73 Female: 35 Male: 38 Soccer HSC supported plan: 30	Athletics teams-30 Female: __ Male: __ emailed Mr. Hutton	Maintain consistent program
Staff Survey PBIS Implementation:	36 Staff members completed the survey	PBIS Tiers training progress T-1 100%, T-2 100%, T-r3 25%	Close $\frac{1}{3}$ gap to survey score of 5	Close $\frac{1}{3}$ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	CBO: SLS SGP: 8 (Middle School)	CBO: 60 SLS: 9/60 SGP: 10 (Middle School)		
Additional site specific: <i>Positive Behavior awards, positive attendance programs, participation in clubs, sports participation and awards etc.</i>		At SMG we constantly rewards our students with Panther Paws as the are examples of Respect, responsibility, and the ability to make good choices. In addition to this, we have daily rewards to those students who are at school and on time. We provide perfect attendance awards during our trimester awards assemblies. Perfect Attendance Awards this year: T1=68; T2=58; T3=70 Clubs participation: Expect Respect: 30 Student Council: 30 Debate Club: 15 GSA/Panther Pride: 15		

Datazone Social Emotional Survey Implemented 2019-20 school year: 5 point rubric				
			2019-20	2020-21
1. I feel it is important to come to class every day.			4.0	
1. I feel like I belong in this school.			3.5	
1. I feel like students at my school respect me.			3.4	
1. I set learning goals.			3.8	
1. I try to understand other students' points of view.			3.9	
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.			3.7	
2. I come to class prepared.			4.0	
2. I make a plan for how I'm going to reach my learning goals.			3.8	
2. I think about other students' feelings.			4.0	
2. I want to be a good student.			4.5	

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.			3.8	
3. I know what to do if I get stuck.			3.7	
3. I like it when schoolwork is challenging.			3.2	
3. I pay attention in class.			4.1	
3. If I fail to solve a problem, I try again until I find the solution.			4.0	
3. Students are treated equally when they break school rules.			3.2	
4. I actively participate in class discussions.			3.7	
4. I am comfortable asking my teacher(s) for help.			4.1	
4. I am good at learning new things.			3.9	
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			4.0	

of different ways to do it.				
4. My teachers really listen to what I have to say.			3.7	
5. I can clearly describe my feelings.			3.5	
5. I feel comfortable asking questions.			3.7	
5. I keep going with work even when it takes longer than I thought it would.			4.0	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.			4.0	
5. Mistakes help me learn.			3.9	
5. There is at least one adult at my school that I can talk to about my problems.			3.7	
6. I actively participate in small group work.			4.1	
6. I am able to stand up for myself without putting others down.			3.8	
6. I feel safe at my school.			3.6	
6. I look forward to class.			3.7	

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.			4.1	
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.			3.7	
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.			3.9	
7. The harder I work, the more I learn.			4.1	
7. When I am learning, I think about what I already know and what I still need to learn.			4.0	
8. Even if the work in my classes is hard, I can learn it.			3.9	
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.			4.0	
8. I use strategies to remember facts.			4.0	
8. When I finish an assignment, I check my work before I turn it in.			3.9	
9. I am able to disagree with others without starting an argument.			3.7	
9. I finish what I begin.			3.9	
9. I get my schoolwork done right away instead of waiting until the last minute.			3.8	
9. I use strategies to make sense of new ideas.			3.8	
9. My effort makes a difference in my success at school.			4.1	
10. I keep track of my assignments so I know when to turn them in.			3.8	
10. I plan to attend college.			4.4	
10. I think of different ways to solve a problem.			4.0	
10. I work well with others.			4.0	

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.			4.4	
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

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

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. Provide Restorative Justice Training for teachers.
2. Fund hourly pay for staff to improve PBIS practices.

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 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
Pay teachers sub rate for RJ training	\$1,280	Title 1
PBIS trainings hourly pay	\$2,880	Title 1

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 absenteeism.
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:

- * Programs included at school but funded by DO

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 3 Action 2 Strategy/Activity		
None at this time		

Goal 3: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SMG staff, in coordination with district CARE support personnel, have worked to improve the attendance rate of our students. The attendance rate has improved from 94.8% to 95.6% for the 8th month of the school year. The Chronic Absenteeism rate has decreased by 1.5%, though it is still high at 14.2%. Attendance practices will continue to be improved upon by increasing notifications to parents, educating families on the importance of students attending school, and creating a more welcoming and engaging school environment.

Additionally, SMG will continue to improve its PBIS practices schoolwide, and begin to implement restorative justice practices with the goal of reducing disruptive behaviors and create a more welcoming and inclusive community.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences anticipated at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SMG will continue to work on building and nurturing, safe, and positive climate through our PBIS, restorative justice, and Los Dichos. Our leadership team of staff and students will lead key initiatives and activities that will increase student engagement.

Budget Summary:

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation	Federal Title 1	CSI Funding budget tool
Allocated	87,375.00	2,964.00	80,739.73	\$35,000		197,475.89	**
Budgeted*	86,885	2,964.00		\$35,000		190,223	
Spent YTD							
Encumbered						190,223	
Available	490	\$0	\$12.07	\$0		\$7,252.89	\$0
*SPSA budget by tracker	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation	Federal Title 1	Other funding (ie grants)
Action 1.1	32,100		80,727.66				
Action 1.2						118,507.19	
Action 1.3	4,330					14,656	
Action 1.4	23,660	2,964				25,229	
Action 1.5				35,000		25,671	
Action 1.6							
Action 1.7	22,170						
Action 2.1	4,625					1,000	
Action 2.2						1,000	
Action 3.1						4,160	
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	\$197,475.89
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	\$403,554.62

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	\$197,475.89
Subtotal of additional federal funds included for this school:	\$ 197,475.89

State or Local Programs	Allocation (\$)
Unrestricted Lottery (including secondary extra-curricular)	\$ 87,375
LCFF Supplemental (including extended day)	\$ 115,739
Subtotal of state or local funds included for this school	\$ 203,114

Total of federal, state, and/or local funds for this school: \$ 403,554

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	Reviewed Plan Date
1. James Aguilera	Parents	jamesaguilera@yahoo.com	5/18/2020
2. Erika Hernandez	Parents	ehernand5@gmail.com	
3. Enrique Flores	Parents	enrique_essj@hotmail.com	
4. Kristin Amarillas	Parents	Kristin.Amarillas@associa.us	
5. Sally Mortenson	Classified	mortensensallya@gmail.com	
6. Jan Skapik	Teachers	skapikj@mhusd.org	
7. Alex Aasen	Principal	aasena@mhusd.org	
8. Cathy Moss	Asst. Principal	mosscc@mhusd.org	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other Staff	School	Parent or Community Member	Secondary Student
Number of members of each category	1	1	2		4	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 Stakeholder Groups
 - Home and School Club
 - School Site Council
 - Special Education
 - Gifted and Talented
 - Foster, homeless, disadvantaged
 - English Language Advisory Committee
 - Student Stakeholder Groups
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:

Attested:

Alex Aasen

School Principal

Verified by email below due to closure

Signature of School Principal

5/18/2020

Date

Erika Hernandez

SSC Official

Verified by email below due to closure

Signature of SSC Official

5/18/2020

Date

From: Alexander Aasen

Fri, May 22, 4:01 PM (4 days ago)

Hello Glen,

The SMG SSC has reviewed and approved the SPSA. Our president, Erika Hernandez is CC'd on this email.

Thanks,

Alex Aasen

Principal

San Martin Gwinn

--

Alexander Aasen

Principal

San Martin Gwinn Environmental Science Academy

13745 Llagas Ave.

San Martin, CA 95046

Phone: (408) 201-6480

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/guidanceeusesinvestment.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/guidanceuseseseinvestment.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/>

Developed by the California Department of Education, January 2019