

School Year: 2021-22

# 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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>San Martin Gwinn</b> Principal Alex Aasen	43695836118376	5/13/2021	Anticipated: 6/1/2021

## Purpose and Description

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

### 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.

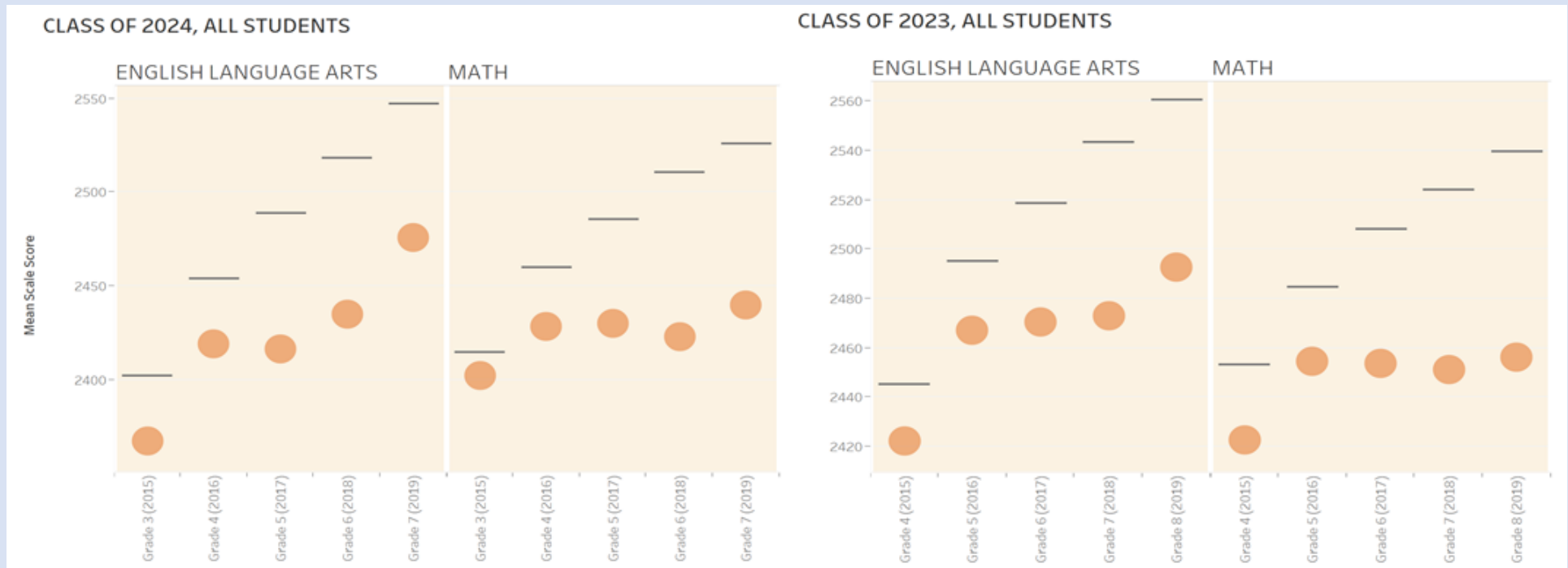
### Needs Assessment Findings

**California Public School Dashboard Indicator Needs** (Note: there is no state level data available for the 2020-21 school year)

The following section contains a discussion and analysis of data for the 2019 reporting year and prior.

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,

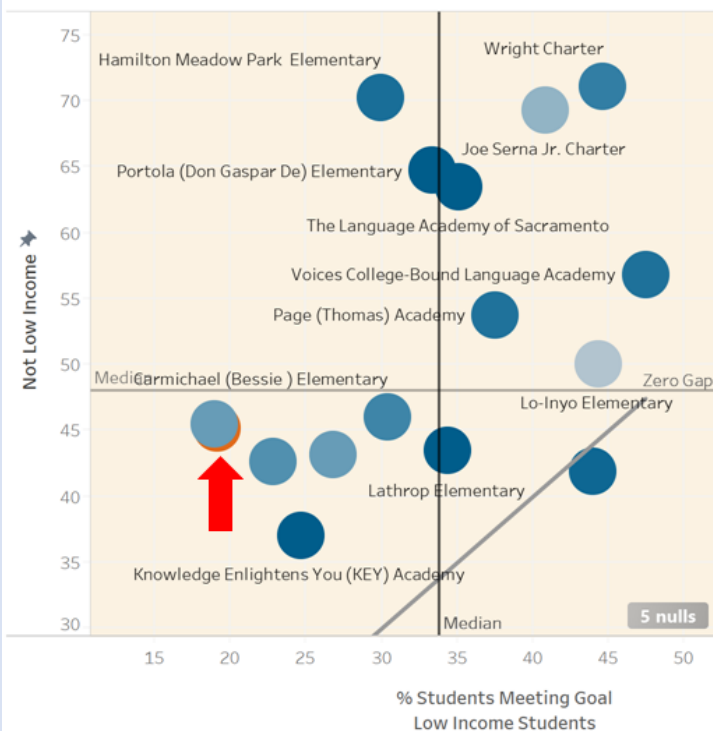
our students show little to no growth in their scale scores for math. This analysis shows that our students need additional supports and interventions to achieve proficiency in both ELA and math. Moreover, we have had a number of combination classes in grades 4 and 5 and 6-8, therefore, the data supports continuing to eliminate the combination classes to allow for a more effective 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



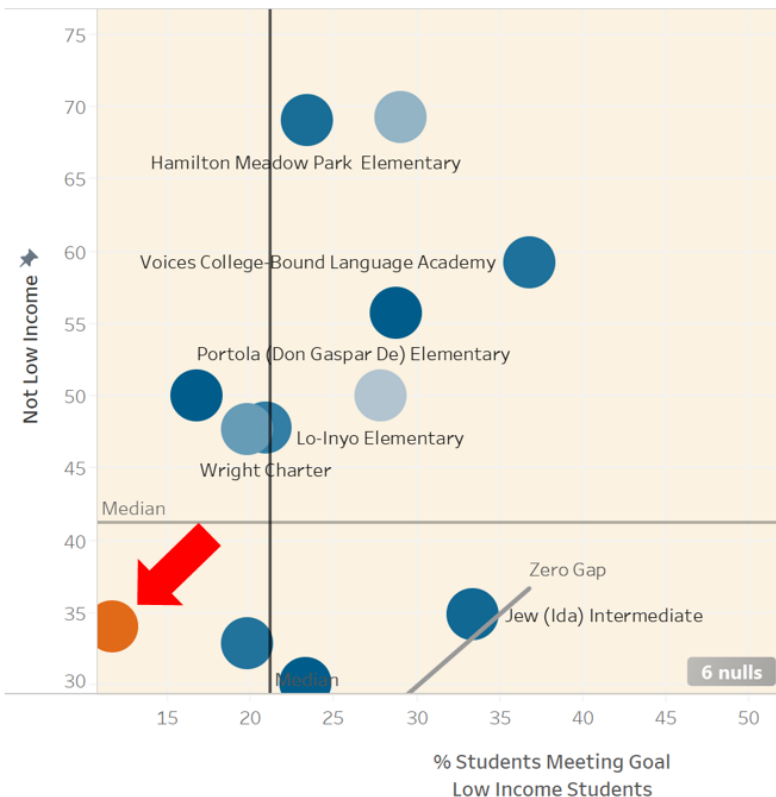
## San Martin Gwinn Environmental Science Academy

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.

### Local Assessment Data:

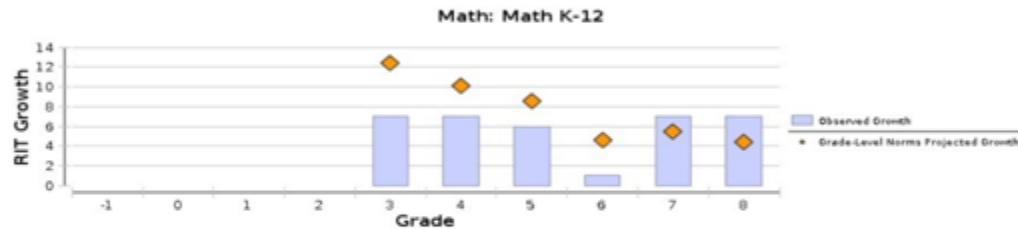
Although there is growth, our students continue to score in the lower percentiles in ELA and math on the MAP assessment in comparison to nationwide normative data.

### 2020-21 MAP Average Rit Score Growth by Grade Level During Distance Learning:

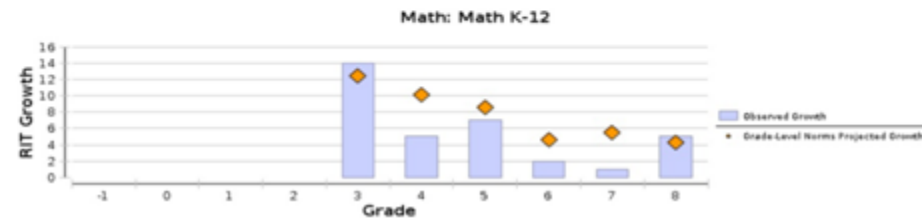
During the 2020-21 school year, instruction occurred through distance learning due to the COVID19 pandemic. The 2019-20 school year data represents MAP scores during in-person instruction.

## Math MAP Rit Score Growth

March 2020 to March 2021



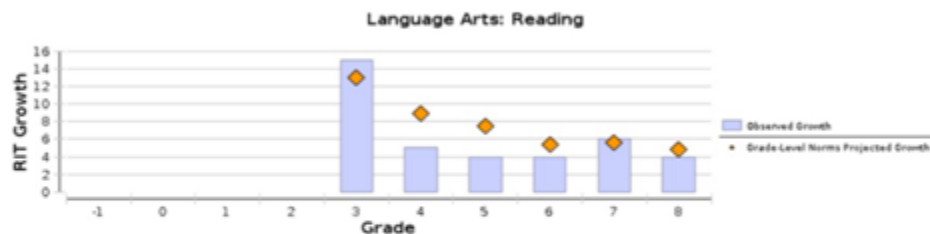
March 2019 to March 2020



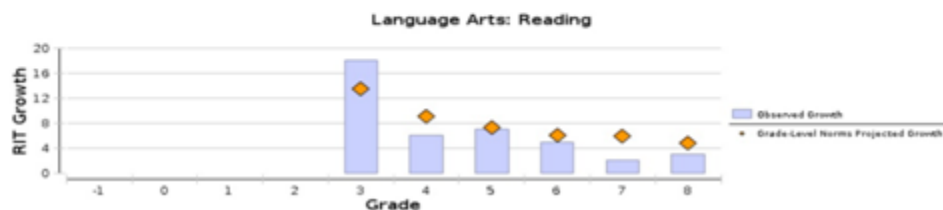
The above charts show MAP math score growth by grade level during distance learning in comparison to the prior year. The diamond represents MAP projected average Rit score growth, and the bars represent SMG student growth. Overall, the students in lower grades (3-5) more closely met projected growth in the prior year of in-person instruction whereas the upper grades (7-8) exceeded projected growth during distance learning compared to the prior year of in-person learning. Rit score growth in 6th grade was similar and low during in-person and distance learning.

## ELA MAP Rit Score Growth

March 2020 to March 2021



March 2019 to March 2020



For the MAP ELA average Rit score growth during distance learning compared to in-person the prior year, the results follow a similar pattern to math MAP Rit score growth. The lower grades (3-6) were closer to meeting projected growth during in-person instruction whereas the 7th and 8th grade students performed better during distance learning.

### Fountas and Pinnell Assessment Data Comparison to 2020-21 to 2019-20 School Years

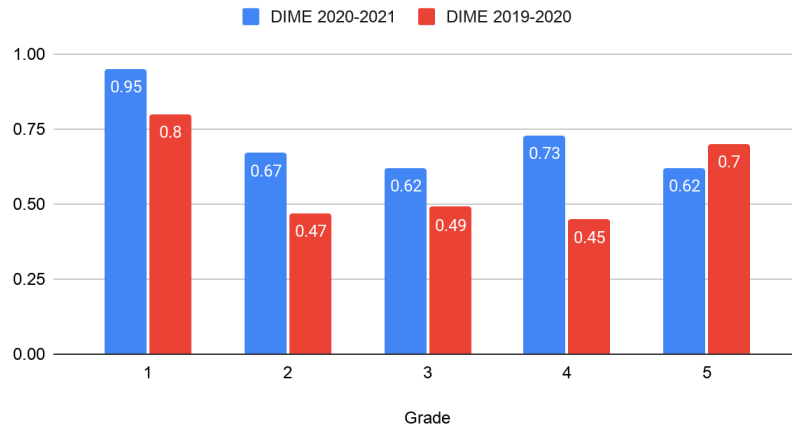
During distance learning, all students in grades kindergarten through fifth grade participated in small reading groups with their teachers and classroom aides through Zoom. The data charts below shows a comparison of Fountas and Pinnell (F&P) level growth in the year 2019-2020 in red (pre-pandemic, in-person instruction) compared to the 2020-2021 school year in blue (pandemic, distance learning). Please note that in grades 1 & 2, the students in our Dual Immersion Multicultural Education (DIME) take the F&P assessment to measure their reading in Spanish. In third grade through fifth, the F&P assessment measures all students' reading level in English. Prior to third grade, DIME students' reading instruction is in Spanish.

The students demonstrated greater growth on the F&P reading assessment during distance learning as compared to the prior year grade level growth during in-person instruction. In the 2020-2021 school year, all students participated in small reading groups over Zoom. We believe this change in practice contributed to overall better F&P reading average growth compared to the 2019-2020 school year. Additionally, a team that included the assistant principal, the reading specialist TOSA, and our reading paraprofessionals met regularly and monitored student progress on reading assessments. Due to the increased growth with the low number of students at grade level in reading, there is a great need to continue having students participate in small reading groups daily with the goal of raising our number of students reading at grade level.

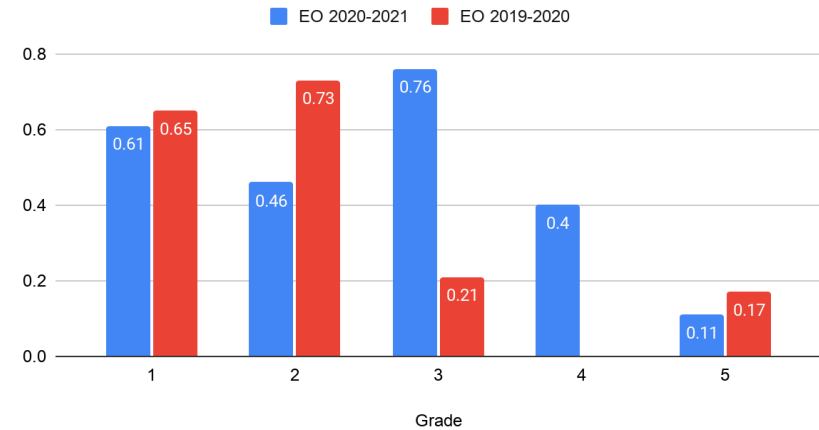
## F&P Growth Comparison

The below data tables display growth from September to early March.

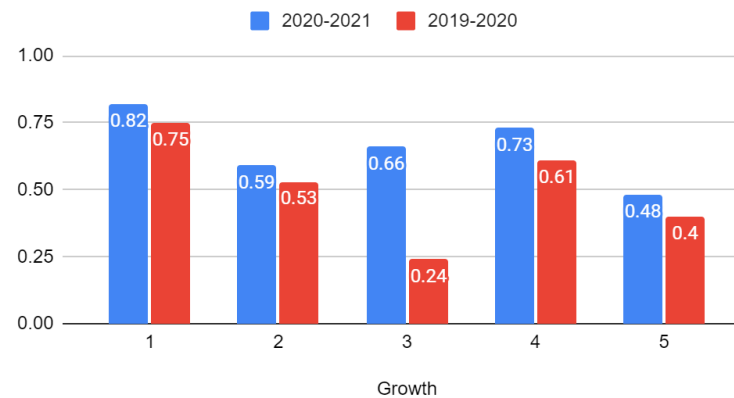
DIME F&P Average Growth 2019-20 vs 2020-21



EO F&P Scores Average Growth 2019-20 vs 2020-21



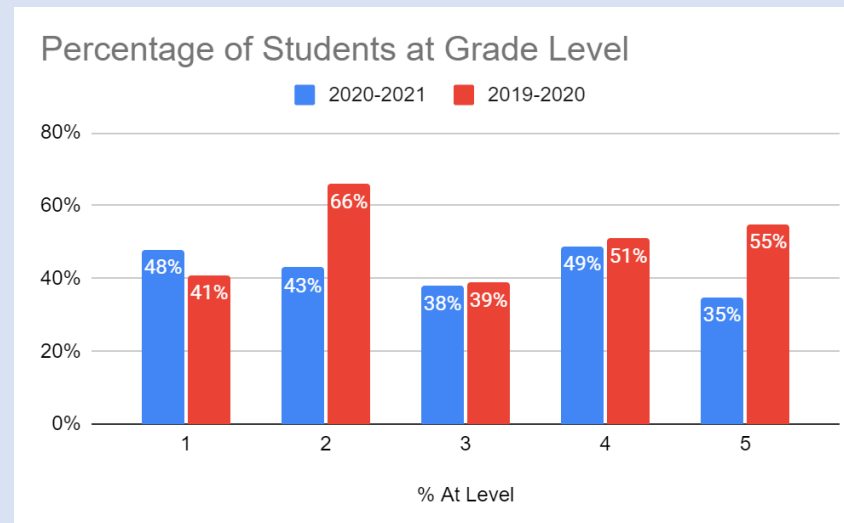
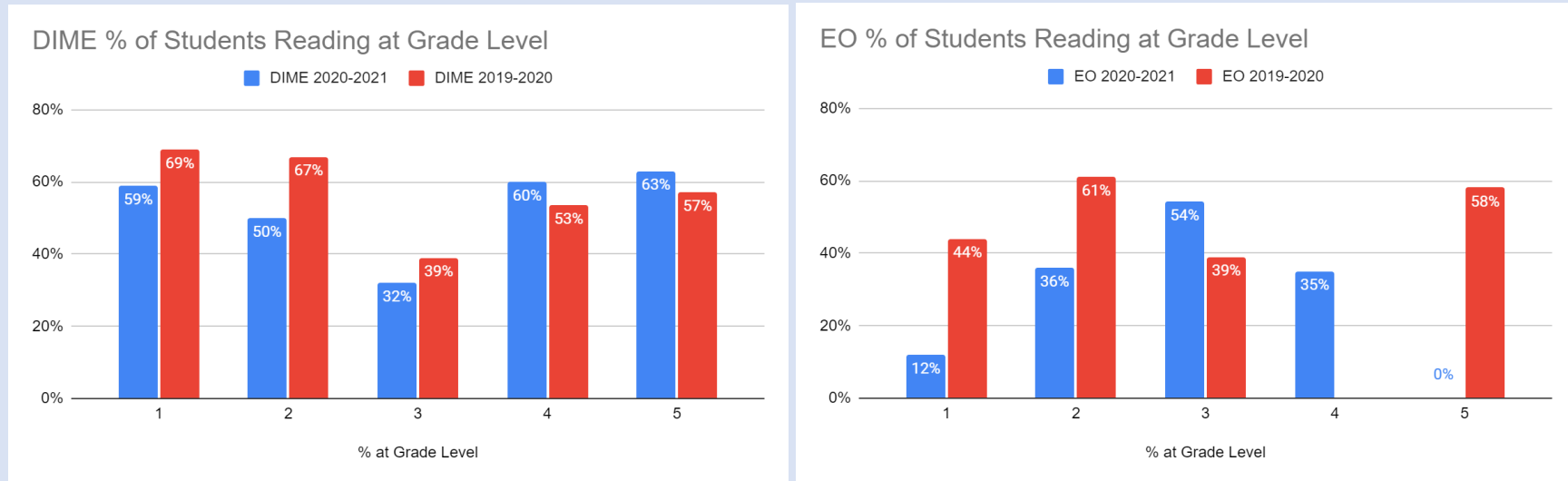
F&P Average Level Growth





## F&P Percentage of Students at Grade Level

*\*Note: no scores were available for 4th grade EO in the winter testing session in 2019-2020*



The next two charts display the percentage of enrolled students who were assessed for each F&P testing session during the 2019-20 & 2020-21 school years. Note that grades 4 and 5 in the 2019-20 school year had a low percentage of students assessed compared to all other data points. This leads to uncertain reliability when comparing the growth and percentage of students on grade level between the two years for the 4th and 5th grades.

2020-21 Year			2019-20 Year		
Grade	Percent Tested Fall	Percent Tested Winter	Grade	Percent Tested Fall	Percent Tested Winter
1	99%	99%	1	99%	99%
2	99%	99%	2	99%	99%
3	99%	94%	3	99%	99%
4	99%	99%	4	99%	60%
5	99%	99%	5	99%	58%

**Stakeholder Identified Needs:**

Prior to the COVID19 pandemic, Parent groups identified the need to eliminate combination classes in grades 4, 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 tier 1 instruction in all classes. Our ELAC parents identified continuing with small guided reading groups as a need and more opportunity for the arts. School Site Council added the need to address student SEL needs. An additional area of need is to build student stamina regarding workload to better prepare students for high school and college.

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

Does not apply

# Stakeholder Involvement

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

## Involvement Process for the SPSA and 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. 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 21st and May 6th, 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.

In the 2018-2019 school year, SMG had a 14.2% rate of chronically absent students. 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 disabilities, and EL population underperform in comparison to 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 funds in order to support field trips when allowed again due to the COVID19 pandemic as well as an arts program K-8. ELAC supports the continuation of the CAFE Project to inspire adult education, which will allow parents to engage in an educational program. 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, teaching with the Zoo Phonics curriculum (Spanish & English) in K-3, academic language in grades 6-8, and GLAD strategies that will help all student groups be exposed to high quality language instruction and academic vocabulary to increase equitable access

to learning. Additionally, teachers will begin working on curriculum articulation and alignment to better support student learning as they progress through each grade level.

# 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 students and English Learners by making academic content more accessible.

### Annual Measurable Outcomes

#### **Goal 1: College and Career Readiness:**

3 Year Targets: In order to monitor our efforts of raising our students to grade level proficiency in math and reading, we will be using the following benchmarks to gauge success of our actions over the next three years beginning with the 2021-22 school year:

-Exceed projected growth on MAP ELA, Spanish, and Math assessments when looking at the annual March testing point.

-75% of students in DIME reading in Spanish at grade level (level K) by 2nd grade as measured by F&P Winter scores

-75% of students in third grade English Only program reading on grade level (level N) as measured by F&P Winter scores

-75% of all students at grade level in reading and math by 5th grade as measured by:

\*MAP Spanish Rit 205

\*F&P English Level T

\*MAP Math Rit 214.7

-75% of all students at grade level in reading and math by 8th grade as measured by:

\*MAP Spanish Rit 216

\*MAP ELA Rit 220

\*MAP Math Rit 228

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
<b>CAASPP (<a href="#">Dashboard</a>)</b> <b>ELA status/change</b> --All student Grade 3 Grade 4 Grade 5 Grade 6 --Low SES Grade 3 Grade 4 Grade 5 Grade 6 --SWD Grade 3 Grade 4 Grade 5 Grade 6 --EL Grade 3 Grade 4 Grade 5 Grade 6 <b>Math status/change</b> --All student Grade 3 Grade 4 Grade 5 Grade 6 --Low SES Grade 3 Grade 4 Grade 5 Grade 6	<b>CAASPP (<a href="#">Dashboard</a>)</b> <b>ELA status/change</b> --All student Grade 3 2378.7 Grade 4 2408.5/24.5 Grade 5 2416.5/-2.8 Grade 6 2470.5/3.3 Grade 7 N/A Grade 8 N/A --Low SES Grade 3 2337.8 Grade 4 2378.8/19.9 Grade 5 2379.7/-8.6 Grade 6 2453.7/11 Grade 7 N/A Grade 8 N/A --SWD Grade 3 2304.6 Grade 4 N/A Grade 5 2358.9/-13.4 Grade 6 2380.2/-1.5 Grade 7 N/A Grade 8 N/A --EL Grade 3 2320.4 Grade 4 2339.8/-25.8 Grade 5 2359.2/-23.7 Grade 6 2392.4/-25.5 Grade 7 N/A Grade 8 N/A <b>Math status/change</b>	<b>CAASPP (<a href="#">Dashboard</a>)</b> <b>ELA status/change</b> --All student Grade 3 2388.4 Grade 4 2414.4/35.7 Grade 5 2430.2/21.7 Grade 6 2434.8/ 18.3 Grade 7 2472.7/ 2.2 Grade 8 N/A --Low SES Grade 3 2366.3 Grade 4 2386.7/48.9 Grade 5 2394.0/15.2 Grade 6 2402.7/23 Grade 7 2460.3/6.6 Grade 8 N/A --SWD Grade 3 N/A Grade 4 N/A Grade 5 N/A Grade 6 2356.6/-2.3 Grade 7 N/A Grade 8 N/A --EL Grade 3 2359.7 Grade 4 2360.0/39.6 Grade 5 2370.6/30.8 Grade 6 2356.9/-2.3 Grade 7 N/A Grade 8 N/A <b>Math status/change</b>	<b>CAASPP (<a href="#">Dashboard</a>)</b> <b>ELA status/change</b> --All student Grade 3 2400.1 Grade 4 2427.9/39.5 Grade 5 2436.9/22.5 Grade 6 2456.7/26.5 Grade 7 2475.9/41.1 Grade 8 2492.7/20.0 --Low SES Grade 3 2376.2 Grade 4 2398.2/31.9 Grade 5 2411.5/24.8 Grade 6 2431.8/37.8 Grade 7 2450.9/48.2 Grade 8 2473.5/13.2 --SWD Grade 3 N/A Grade 4 N/A Grade 5 N/A Grade 6 2337.2 Grade 7 2375.1/18.5 Grade 8 N/A --EL Grade 3 2361.7 Grade 4 2388.2/28.5 Grade 5 2379.4/19.4 Grade 6 2391.6/21 Grade 7 2400.1/43.2 Grade 8 2416.0 <b>Math status/change</b>	COVID19-No Data Collected

--SWD Grade 3 Grade 4 Grade 5 Grade 6 --EL Grade 3 Grade 4 Grade 5 Grade 6  <b>Science</b> status/change --All student Grade 5 Grade 8 --Low SES Grade 5 Grade 8 --SWD Grade 5 Grade 8 --EL Grade 5 Grade 8	--All student Grade 3 2396.2 Grade 4 2423.5/10.4 Grade 5 2430/1.9 Grade 6 2470.5/3.3 Grade 7 N/A Grade 8 N/A --Low SES Grade 3 2360.4 Grade 4 2378.8/19.9 Grade 5 2379.7/-8.6 Grade 6 2453.7/11 Grade 7 N/A Grade 8 N/A --SWD Grade 3 2313.5 Grade 4 N/A Grade 5 2363.5/-18.8 Grade 6 2388.8/-8.5 Grade 7 N/A Grade 8 N/A --EL 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  <b>Science</b> 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	--All student Grade 3 2400.7 Grade 4 2421.5/ 25.3 Grade 5 2429.7/ 6.2 Grade 6 2423.1/ -6.9 Grade 7 2451.0/ -19.5 Grade 8 N/A --Low SES Grade 3 2383.5 Grade 4 2391.5/ 31.1 Grade 5 2400.9/ 22.1 Grade 6 2395.0/ 15.3 Grade 7 2439.7/ -14 Grade 8 N/A --SWD Grade 3 N/A Grade 4 N/A Grade 5 N/A Grade 6 2322.2/ -41.3 Grade 7 N/A Grade 8 N/A --EL 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  <b>Science</b> 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	--All student Grade 3 2410.2 Grade 4 2436.0/35.3 Grade 5 2432.5/11 Grade 6 2441.7/12 Grade 7 2440.0/16.9 Grade 8 2456.0/5 --Low SES Grade 3 2396.1 Grade 4 2413.6/30.1 Grade 5 2413.4/21.9 Grade 6 2411.1/10.2 Grade 7 2410.3/15.3 Grade 8 2448.5/8.8 --SWD Grade 3 N/A Grade 4 N/A Grade 5 N/A Grade 6 2303.4 Grade 7 2342.6/20.4 Grade 8 N/A --EL 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  <b>Science</b> 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	
<b>Dashboard Academic Indicator</b>	<a href="#">Dashboard</a> Indicators	<a href="#">Dashboard</a> Indicators School identified for CSI	<a href="#">Dashboard</a> Indicators School identified for CSI	COVID19-No Data Collected

Groups in Red/Orange:	<b>ELA:</b> All Students, English Learners, Hispanic, SES  <b>Math:</b> All Students, English Learners, Hispanic, SES	<b>Chronic Absenteeism</b> Red: All, EL, Homeless, SED, SWD, Hispanic <b>Suspension:</b> Red: All, EL, Homeless, SED, SWD, Hispanic Orange: White <b>ELA:</b> Red: EL, Homeless, SED, SWD, Hispanic Orange: All <b>Math:</b> Red: EL, Homeless, SED, SWD, Hispanic Orange: All	<b>Chronic Absenteeism</b> Orange: Homeless, SWD Red: none <b>Suspension:</b> None in red or orange <b>ELA:</b> Orange: EL's, Low SES, Homeless, SWD Red: None <b>Math:</b> Orange: EL's, Low SES, Homeless, SWD Red: None	
<b>Biliteracy</b> --EL Progress --EL status & change --EL Reclass Rate	<b>Biliteracy (<a href="#">Dashboard</a> &amp; <a href="#">Data Q</a>)</b> --EL Progress: Green --status & change: 74.4, +14.3 --Reclass Rate: 12.5%	<b>Biliteracy</b> 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%		--EL Reclass Rate
<b>NWEA MAP</b> <b>Fall to Winter</b> Growth: Compared to Nat. Growth <b>ELA</b> --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8 <b>Math</b>	<b>NWEA MAP</b> <b>Fall to Winter</b> School Growth: Compared to National Growth <b>ELA</b> School / National --Grade 2 63% +11.3 / + 6.7 --Grade 3 43% +7.3 / +5.3 --Grade 4 54% +5.3 / +4.0 --Grade 5 49% +3.9 / +3.1 --Grade 6 54% +2.1 / +2.4 --Grade 7 72% +0.7 / + 1.8 --Grade 8 *** <b>-Math</b>	<b>NWEA MAP</b> <b>Fall to Winter</b> School Growth: Compared to National Growth <b>ELA</b> School / National --Grade 2 40% +11.8 / + 9.6 --Grade 3 58% +11.3 / +7.6 --Grade 4 63% +5.7 / +5.6 --Grade 5 39% +4.4 / +4.3 --Grade 6 46% +2.6 / +3.4 --Grade 7 50% +3.1 / +2.6 --Grade 8 44% +6.6 / +2.1 <b>-Math</b>	<b>NWEA MAP</b> <b>Fall to Winter</b> School Growth: Compared to National Growth <b>ELA</b> School / National --Grade 2 +6.2 / +8.9 --Grade 3 +11.8/ +7.3 --Grade 4 +3.3/ +5.8 --Grade 5 +4.7/ +4.6 --Grade 6 +4.6/ +3.6 --Grade 7 -1.8/ +2.9 --Grade 8 +2.9/ +2.5 <b>-Math</b>	<b>NWEA MAP</b> <b>Winter 2020 to Winter 2021</b> School Growth: Compared to National Growth <b>ELA</b> School / National --Grade 2 N/A --Grade 3 +15/+13 --Grade 4 +5/+8.9 --Grade 5 +4/ +7.4 --Grade 6 +4/ +5.4 --Grade 7 +6/ +5.6 --Grade 8 +4/ +4.9



--Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8 <b>Science</b> --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8	--Grade 2 83% +12.3 / +6.8 --Grade 3 68% +8.4 / +5.6 --Grade 4 51% +4.4 / +4.5 --Grade 5 49% +3.9 / +3.6 --Grade 6 68% +5.1 / +2.6 --Grade 7 44% +2.6 / +2.0 --Grade 8 *** <b>Science: optional</b> --Grade 2 *** --Grade 3 61% +6.7 / +3.8 --Grade 4 59% +4.4 / +3.0 --Grade 5 55% +3.6 / +2.5 --Grade 6 62% +4.0 / +1.9 --Grade 7 *** --Grade 8 ***	--Grade 2 53% +8.3 / +9.5 --Grade 3 72% +7.5 / +7.7 --Grade 4 57% +7.7 / +6.3 --Grade 5 45% +3.7 / +5.2 --Grade 6 43% +4.2 / +3.9 --Grade 7 50% +3.5 / +2.9 --Grade 8 56% +5.1 / +2.4 <b>Science: optional</b> --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8	--Grade 2 +11.6/ +9.0 --Grade 3 +9.8/ +7.8 --Grade 4 +2.9/ +6.5 --Grade 5 +2.7/ +5.6 --Grade 6 +1.4/ +4.8 --Grade 7 -0.2/ +3.8 --Grade 8 +1.8/ +3.2 <b>Science: optional</b> --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8	<b>-Math</b> --Grade 2 N/A --Grade 3 +7/+12.4 --Grade 4 +7/+10.1 --Grade 5 +6/+8.5 --Grade 6 +1/+4.6 --Grade 7 +7/+5.4 --Grade 8 +7/+4.4
<b>PSAT Exam (Grade 8)</b> --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	<b>PSAT Exam</b> --Participation: <b>N/A for 2018</b> --Met ERW benchmark --Met Math benchmark --Met both benchmarks	<b>PSAT Exam</b> --Participation: <b>45 test takers</b> --Met ERW benchmark: 29% --Met Math benchmark: 13% --Met both benchmarks: 7%	<b>PSAT Exam</b> --Participation: <b>test takers</b> --Met ERW benchmark: --Met Math benchmark: --Met both benchmarks:	Increase CCR score 3 %
<b>Literacy Measure: F&amp;P</b> --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.	<b>Fountas &amp; Pinnell by grade</b> --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%	<b>Fountas &amp; Pinnell by grade</b> --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%	<b>Fountas &amp; Pinnell by grade</b> --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%	<b>Fountas &amp; Pinnell by grade</b> --Avg K Fall: N/A --Avg K Mar: N/A --At level Mar: N/A  --Avg 1 Fall: 0.36 --Avg 1 Mar: 1.18 --At level Mar: 48%  --Avg 2 Fall: 1.64 --Avg 2 Mar: 2.23 --At level Mar: 43%  --Avg 3 Fall: 2.25 --Avg 3 Mar: 2.91 --At level Mar: 38%  --Avg 4 Fall: 3.36 --Avg 4 Mar: 4.09 --At level Mar: 49%  --Avg 5 Fall: 4.35 --Avg 5 Mar: 4.83 --At level Mar: 35%

<b>Implementation Status:</b> <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --PLC	<b>Implementation Status:</b> <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	<b>Implementation Status:</b> <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	<b>Implementation Status:</b> <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
<b>MTSS Support Usage</b> --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	<b>Usage Monitoring</b> --Extended Day: 120 --Read 180:14 --System 44:10 --LLI: 80 --Lexia: <b>29% use, 26% at GLev.</b> --Study Island: <b>81,778</b>	<b>Usage Monitoring</b> --Extended Day: 88 students --System 44/Read 180, <b>31 students</b> --LLI: <b>101 students</b> --Lexia: <b>54% use</b> , 21% meeting usage --SI: 1809 sessions, 19,560 question at 61.7% correct.	<b>Usage Monitoring</b> --Extended Day: students --System 44/Read 180, students --LLI: students --Lexia: % use, % meeting usage --SI: sessions, question at % correct.	Increase usage by 1/3 compared to overall need during each year of 3 year plan.
<b>Special Education</b> --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	<b>Special Education non SLP</b> --RSP: # Referrals: 20 # Qualified: 12 --# Exited: 0 % Non EL: % EL: <b>SDC</b> # Referrals: 0 # Qualified: 13 --# Exited: 0 % Non EL: 46% % EL: 54%	<b>Special Education non SLP</b> --RSP: # Referrals: 22 # Qualified: 34 --# Exited: xx % Non EL: 19 % EL: 15 <b>SDC</b> # Referrals: 0 # Qualified: 12 --# Exited: 1 % Non EL: 6 % EL: 6 Speech: 35 Students # Exited: 7 # Referrals: 11 # Qualified: 0	<b>Special Education non SLP</b> # Referrals:8 # Qualified:4 --# Exited: 0 % Non EL: 44% % EL: 56% <b>SDC</b> # 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
<b>Core Area Grades (Average GPA, % F's)</b> --English --Math --Science --History	<b>Core Area Grades (grades 6-8.)</b> <b>Grade 6 Tri 1 Tri 2</b> ELA 3.38 3.07 Math 2.88 2.95 Science 3.22 3.32 S.S. 3.12 3.43 <b>Grade 7 Tri 1 Tri 2</b> ELA 1.78 1.30 Math 2.28 1.96 Science 3.22 3.32	<b>Core Area Grades (grades 6-8.)</b> <b>Grade 6 Tri 1 Tri 2</b> ELA 3.10 3.25 Math 2.87 3.05 Science 3.52 3.37 S.S. 3.42 3.19 <b>Grade 7 Tri 1 Tri 2</b> ELA 2.6 3.07 Math 3.58 3.29 Science 3.76 3.32 S.S 3.79 3.35	<b>Core Area Grades (grades 6-8.)</b> <b>Grade 6 Tri 1 Tri 2</b> ELA 3.13 2.87 Math 3.33 2.85 Science 3.45 3.53 S.S. 3.33 2.56 <b>Grade 7 Tri 1 Tri 2</b>	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.

	S.S. 3.02 1.67	<b>Grade 8 Tri 1 Tri 2</b> ELA 3.0 3.27 Math 3.12 3.22 Science 3.37 3.26 S.S 3.47 3.41	ELA 2.98 2.0 Math 3.27 2.76 Science 3.41 2.92 S.S 3.25 2.64 <b>Grade 8 Tri 1 Tri 2</b> ELA 3.19 2.45 Math 3.05 3.0 Science 3.27 3.13 S.S 3.33 2.11	
<b>Other Site Specific metrics:</b> <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc. Honor roll, science fair, history day etc.</i>	<b>5th Grade DIME</b> Bilingual Award: Attainment Award: 8/28% Participation Awards: 18/72%	<b>5th Grade DIME</b> Bilingual Award: Attainment Award: 18/47% Participation Awards: 20/53%	<b>5th Grade DIME</b> Bilingual Award: Attainment Award: Participation Awards:  <b>8th Grade DIME</b>	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

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 0.6 FTE to eliminate middle school combo classes and 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)
Purchase 0.6 FTE	\$48,858	LCFF
Yard Duty Hours	\$43,200	Unrestricted Lottery
Classified Hourly	\$1,200	Unrestricted Lottery

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## 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.
2. Fund instructional aide extra time to support ELPAC testing, professional development, etc.
3. Fund paraprofessional at the middle school level

### 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)
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Fund Three Bilingual Aide Classified Personnel Positions	\$121,490	Title 1
Fund Bilingual Instructional Aide Hourly Pay	\$1,500	Title 1
Fund Paraprofessional Aide to support grades 6-8 Read 180 classes	\$31,340	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 substitutes for teachers to collaborate on curriculum development.
2. Fund substitutes for teachers to attend professional development opportunities.
3. Fund staff attendance at conferences

**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)
Certificated substitutes	\$38,880	Title I
Certificated Substitutes	\$3,700	Title I
Conferences	\$7,000	LCFF

## **Goal 1 Action 4: Tier 1 Instructional Program**

### **Students to be Served by this Strategy/Activity**

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

All Students

### **Strategy/Activity**

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

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

Programs and services funded in this School Plan include:

1. Purchase licenses for online learning programs: Brainpop and others as needed
2. Fund stipends for PLC lead teachers, one technology lead, student council, and SST coordinator.
3. Purchase classroom instructional supplies.
4. Pay for Coach 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. Fund Art program k-8
7. Purchase sports equipment for all grade levels.
8. Pay for Word Generation workbooks grades 6-8

### **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.

<b>Goal 1 Action 4 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Computer Applications	\$25,241	Unrestricted Lottery
Teacher stipends	\$14,381 \$10,225	Unrestricted Lottery Title 1
Instructional supplies	\$8,000 \$2,600 \$3,358	Unrestricted Lottery LCFF Title 1
Fund PE coach for grades K-5	\$15,000	Title 1
Substitutes	\$1,200	Unrestricted Lottery
Starting Arts program	\$26,000	LCFF
Sports equipment	\$2,964	Extra-curricular
Word Generation Workbooks	\$1,000	Title 1

### **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 in coordination with the YMCA.
2. Purchase supplies for after school program
3. Hold for contracts

### **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.

<b>Goal 1 Action 5 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Stipends	\$24,653	Extended Day
Instructional Supplies	\$2,000	Extended Day
Hold for contracts	\$1,564	Extended Day



Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

- 1. 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)
short description here, same order as above	[Add Amount(s) here]	[Add source(s) here]

## 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 Laptops
6. Fund copy machine leases
7. Fund bussing and other expenses for field trips

### 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 7 Strategy/Activity

#### Amount(s)

#### Source(s)

Food services unpaid lunches	\$2,000	Unrestricted lottery
Repairs and maintenance	\$2,500	Unrestricted Lottery
Office Supplies	\$8,500	Unrestricted Lottery
Purchase health office supplies	\$1,500	Unrestricted Lottery
Purchase four laptops	\$4,000	Unrestricted lottery
Lease for copy machine	\$2,000	Unrestricted lottery
Funding for field trips	\$15,000	Title I

## Annual Review

### SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

## Goal 1 ANALYSIS

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

We will continue to fund a reading team of bilingual instructional aides to continue the work they began in the 2019-2020 year. During distance learning, we expanded reading groups to all students K-5 which led to greater average growth on the F&P reading assessment compared to the prior school year of in-person learning. Additionally, our teachers will continue to meet regularly following the PLC model. Teacher teams will be led by a stipended teacher leaders to guide the PLC teams in data analysis and curriculum development. Additionally, our teachers will be meeting regularly to work on curriculum articulation and alignment. Finally, since we will likely begin the 2021-2022 school year without the restrictions of the COVID19 pandemic, we plan to provide enrichment opportunities for all students such as the Starting Arts program.

Professional Development: All teachers will continue Constructing Meaning training and implementation. Additionally, teachers will continue to work in Professional Learning Communities (PLC's) with a focus on curriculum alignment and the cycle of inquiry to guide instruction. All grade levels will work on curriculum articulation and alignment.

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 focus on reading acceleration and math lesson differentiation to support all learners as well as curriculum articulation and alignment, especially in the DIME program.

## 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.

State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 5, 6

**Local Priorities:** Conduct deliberate outreach to engage parents with limited higher educational experiences of their own to help them understand and navigate the pathway to higher education and post-secondary career options for their children.

### Annual Measurable Outcomes

Expected	Actual
<b>Increase mass messaging communication rates:</b>  Phone contacts/enrollment: 84.6% Email contacts/enrollment 93.3% Phone success: 81.6% Email success: 96.3 %	<b>New mass messaging communication rates:</b>  Phone contacts/enrollment: 100% Email contacts/enrollment 97.6% Phone success: 89% Email success: 96%
<b>Increase Parent monitoring rates</b>  Accessing Aeries: 67.4% Average Hits / student: 111	<b>Parent monitoring rates</b>  Accessing Aeries: 89.2%% Average Hits / student: 173
<b>Increase Parent Volunteers</b>  Volunteers in database: 2471, 507 added this year.	<b>New Parent Volunteers</b>  Volunteers in database: 3052, 476 added this year.
<b>Increase Project to Inspire graduates:</b>  Graduates Prior Year: 18	<b>New Project to Inspire graduates:</b>  Graduates Prior Year: 16 (30 anticipated for 2019-20)



<b>Improve Survey Results:</b> <b>Schools encourage decision making participation</b> 3.97 English            271 responded in English 3.77 Spanish            11 responded in Spanish	<b>New Survey Results:</b> <b>Schools encourage decision making participation</b> 3.82 English            388 responded in English 3.88 Spanish            16 responded in Spanish
<b>Improve Survey Results:</b> <b>Schools encourage parent volunteers</b> 3.97 English 3.91 Spanish	<b>New Survey Results:</b> <b>Schools encourage parent volunteers</b> 3.90 English 3.63 Spanish
<b>Improve Survey Results:</b> <b>Parents feel like valued partners</b> 3.87 English 4.00 Spanish	<b>New Survey Results:</b> <b>Parents feel like valued partners</b> 3.68 English 3.69 Spanish
<b>Improve Survey Results:</b> <b>Parents are Satisfied with 2-way communication</b> 3.88 English 4.27 Spanish	<b>New Survey Results:</b> <b>Parents are Satisfied with 2-way communication</b> 3.80 English 3.44 Spanish
<b>Improve Survey Results:</b> <b>Have access to adequate monitoring information</b> 3.79 English 4.00 Spanish	<b>New Survey Results:</b> <b>Have access to adequate monitoring information</b> 3.83 English 3.56 Spanish
<b>Improve Survey Results:</b> <b>Our School is Safe</b> 3.75 English 3.09 Spanish	<b>New Survey Results::</b> <b>Our School is Safe</b> 3.59 English 3.00 Spanish
<b>Improve Survey Results:</b> <b>School values diversity</b> 3.58 English 3.45 Spanish	<b>New Survey Results:</b> <b>School values diversity</b> 3.84 English 3.25 Spanish
<b>Improve Survey Results:</b> <b>Our school meets Soc. Emot. needs of students</b> 3.94 English 3.64 Spanish	<b>New Survey Results:</b> <b>Our school meets Soc. Emot. needs of students</b> 3.38 English 3.13 Spanish

<b>Improve Survey Results:</b> <b>Our school has a Curriculum that is challenging</b> 3.64 English 3.63 Spanish	<b>New Survey Results:</b> <b>Our school has a Curriculum that is challenging</b> 3.39 English 3.29 Spanish
<b>Improve Survey Results:</b> <b>We are Satisfied with environment at our school</b> 3.55 English 3.45 Spanish	<b>New Survey Results:</b> <b>We are Satisfied with environment at our school</b> 3.44 English 3.25 Spanish
<b>Improve Survey Results:</b> <b>Parents encourage after school participation</b> 4.29 English 4.09 Spanish	<b>New Survey Results:</b> <b>Parents encourage after school participation</b> 4.04 English 3.75 Spanish
<b>Improve Survey Results:</b> <b>Parents have high awareness of programs</b> 3.57 English 3.64 Spanish	<b>New Survey Results:</b> <b>Parents have high awareness of programs</b> 3.59 English 3.25 Spanish
<b>Improve Survey Results:</b> <b>Our school has a good variety of extended activities that match student interests</b> 3.29 English 3.55 Spanish	<b>New Survey Results:</b> <b>Our school has a good variety of extended activities that match student interests</b> 3.34 English 3.00 Spanish
<b>Improve Survey Results:</b> <b>My child likes school</b> 3.90 English 3.82 Spanish	<b>New Survey Results:</b> <b>My child likes school</b> 3.78 English 3.50 Spanish
<b>Improve Survey Results:</b> <b>My child is safe at school</b> 3.94 English 3.64 Spanish	<b>New Survey Results:</b> <b>My child is safe at school</b> 3.80 English 3.31 Spanish

## 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 50 new badges for parent engagement
2. Pay for Blackboard connect
3. Purchase postage for mailers.

### 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	TBD	Unrestricted Lottery
Blackboard Connect	\$1700	Unrestricted Lottery

Postage	\$1700	Title 1

## 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. Fund childcare for parent meetings and events.

**Proposed Expenditures for this Strategy/Activity**

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

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Pay hourly for classified staff for childcare	\$2,000	Title I

# Annual Review

## SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

## Goal 2 ANALYSIS

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

Due to the COVID19 pandemic, the school campus was closed to the public for the majority of the school year. Additionally, we were not able to utilize volunteers in person. Our H&SC parents were amazing in supporting events throughout the year that followed all of the health guidelines, and we look forward to returning to pre-pandemic levels of parent involvement and participation on campus.

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.

We improved our ability to communicate with our families using tools such as newsletters from the administration and messaging through the Remind app. Additionally, we utilized Zoom to hold parent informational meetings throughout the year. We plan to build on what we learned during the pandemic and continue to use tools to increase communication between the school and our community.

### Goal 3

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

State and/or Local Priorities addressed by this goal:

**State Priorities:** 5, 6, 7, and 8

**Local Priorities:** Providing services for expelled students to provide a local option in response to closure of county program in south county area.

#### Annual Measurable Outcomes

Expected	Actual
<b>Attendance Rates: (Improve to 96%)</b>  95.16% as of month 8	<b>Attendance Rates: Met</b>  95.26% (2019-20) as of month 8 97.34% (2020-21) as of month 8
<b>Chronic Absenteeism (Improve to state avg. 11.1%)</b>  14.1% (2017-18)	<b>Chronic Absenteeism (state average 12.0%) Met</b>  13.5% (2018-19) as of Month 8 11.75% (2019-20) as of Month 8 6.85% (2020-21) as of Month 8
<b>Suspension Rates (reduce below state average)</b>  <b>2017-18</b> District 4.2% State: 3.6% White: 3.0% Latino: 5.5%	<b>Suspension Rates Not Met</b>  <b>2018-19</b> District 5.3% State: 3.6% White: 4.2% Latino: 6.6% <b>2019-20</b> District 3.9% State 2.6% White: 2.8% Latino 4.9%

<b>Expulsion Rate (reduce below state average)</b> <b>2017-18</b> District .09%      State .09%	<b>Expulsion Rate</b> <b>2018-19</b> District 0.17%      State 0.09% <b>2019-20</b> District 0.11%      State 0.06%	<b>Not Met</b>
<b>PBIS Implementation (deepen implementation status) 2018</b>  Cohort. 3: Study 100% Cohort. 2: 91% -in process ; Study: 32% Cohort. 1: 97% completed; 84% in process; Study 55%	<b>PBIS Implementation 2020</b>  Cohort. 3: training complete, implementation status 20% Cohort. 2: training complete, implementation status 55% Cohort. 1: training complete, Implementation status 80%	<b>Met</b>
<b>Middle School Dropout Rate (maintain below state)</b> District 0.002      State: 0.003	<b>Middle School Dropout Rate</b> <b>2018-19</b> District 0.000      State: 0.003 (2017 most recent state rate) <b>2019-20</b> District 0.000      State: 0.003 (2017 most recent state rate)	<b>Met</b>
<b>High School Dropout Rate (maintain below state)</b> District 1.5%      State: 2.6%	<b>High School Dropout Rate (maintain below state)</b> <b>2018-19</b> District: 12.2%      State: 6.6% (Change in methodology) <b>2019-20</b> District: 8.9%%      State: 7.0%	<b>Not Met</b>
<b>Improve Survey Result:</b> <b>I feel safe at school (4 point rubric survey)</b> Grades:    K-2              3-5              6-8              9-12 Scores:    3.25              3.27              3.01              3.03	<b>Survey Result:</b> <b>(Distance Learning)</b> <b>I feel safe at school (4 point rubric survey)</b> Grades:    K-2              3-5              6-8              9-12 Scores:    3.8              3.45              3.24              3.30	
<b>Improve Survey Result:</b> <b>I have a trusted staff member connection.</b> Grades:    K-2              3-5              6-8              9-12 Scores:    3.55              3.35              2.96              2.86	<b>Survey Result:</b> <b>(Distance Learning)</b> <b>I have a trusted staff member connection.</b> Grades:    K-2              3-5              6-8              9-12 Scores:    2.53              3.24              2.65              2.53	



<b>Improve Survey Result:</b> <b>I feel safe at home</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.79            3.73            3.72            3.49	<b>Survey Result: (Distance Learning)</b> <b>I feel safe at home</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.6            3.79            3.78            3.78
<b>Improve Survey Result:</b> <b>I participate in school activities</b> Grades: K-2            3-5            6-8            9-12 Scores: 2.80            2.80            2.49            2.13	<b>Survey Result: (Distance Learning)</b> <b>I participate in school activities</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.0            3.19            2.82            2.74
<b>Improve Survey Result:</b> <b>I am happy (4) or sad (1)</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.5            3.32            3.31            3.19	<b>Survey Result: (Distance Learning)</b> <b>I am happy (4) or sad (1)</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.6            3.18            2.90            2.80
<b>Improve Survey Result:</b> <b>I am proud to be part of my school</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.30            3.32            2.93            2.75	<b>Survey Result: (Distance Learning)</b> <b>I am proud to be part of my school</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.00            3.15            2.86            2.85
<b>Improve Survey Result:</b> <b>My school is outstanding (4) or not good (1)</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.5            3.14            2.66            2.68	<b>Survey Result: (Distance Learning)</b> <b>My school is outstanding (4) or not good (1)</b> Grades: K-2            3-5            6-8            9-12 Scores: 3.00            3.40            2.98            2.87

**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 absentees.
7. Provide ADVENT program for foster youth
8. Provide CARE team services to Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

- \* 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.

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
short description here, same order as above	[Add Amount(s) here]	[Add source(s) here]

# 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.

## Goal 3 ANALYSIS

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

Attendance rates were higher this year during distance learning than before the pandemic, growing from 95% to 97%. We created a team to monitor student engagement and conduct home visits, and we plan to continue these practices. Most families appreciated and felt supported by the home visits, and our staff created stronger bonds and understanding of the needs of our students.

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 a safe and positive climate through PBIS and restorative practices. We plan to continue conducting home visits directed by the Student Reengagement Team.

# 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).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 138,195
Total Federal Funds Provided to the School from the LEA for CSI	\$ N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$309,066

## 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 I	\$138,066

Subtotal of additional federal funds included for this school: \$ 138,066

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$84,484
Extended Day	\$35,000

State Lottery	\$83,500
Extra Curricular	\$2,886

Subtotal of state or local funds included for this school: \$ 205,870

Total of federal, state, and/or local funds for this school: \$ 309,066



# 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 [LCCFF@cde.ca.gov](mailto:LCCFF@cde.ca.gov).

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## 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 School Plan for Student Achievement Instructions| Page 2 of 6

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 describe the process used to develop, in partnership with stakeholders, the CSI 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](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

#### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

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

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