

School Year: 2021-22

School Plan for Student Achievement (SPSA)

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
PA Walsh STEAM Academy Principal Shannon Rafat	43 69583 6047922	May 26, 2021	June

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 Improvement

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

Needs Assessment Findings:

California Public School Dashboard Indicator Needs and Gaps in Academic Performance

	2017-2018	2018-2019	2019-2020	2020-2021
Chronic Absenteeism	16.3% Orange-English Learners Hispanic, SED, White	14.2% Red-Special Education Orange-White	No Data	No Data

Academic Performance	Red-English Learners, Hispanic, SED	Orange-English Learners, SED, students with disabilities	No Data	No Data
ELA				
	Red-English Learners Hispanic, SED	Orange-English Learners, SED, students with disabilities	No Data	No Data
MATH				

Stakeholder Identified Needs:

Based on MHUSD LCAP goals the following needs have been recognized:

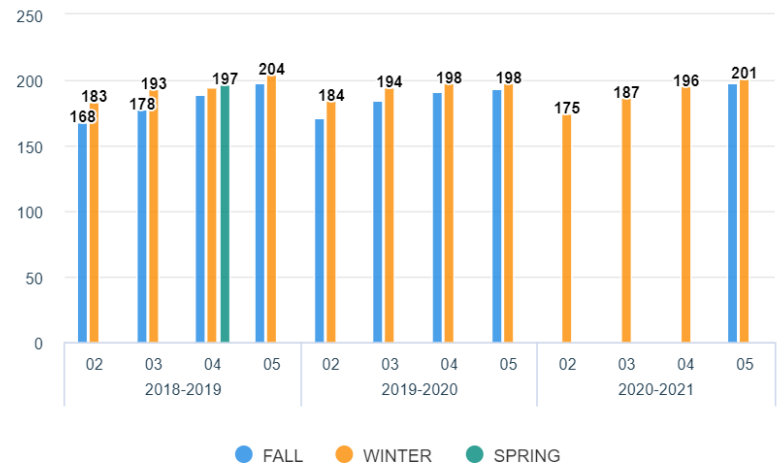
Goal 1 College and Career Readiness-Eliminate combination classes, increase paraprofessional support to increase academic proficiency, and offer extended day opportunities for enrichment and intervention.

Goal 2 Parent Engagement-Offer translation services at all meetings, offer online parenting/English language classes online and loan chromebooks to parents for this purpose, advertise what ELAC stands for and its purpose, and continue with family Art night once a month using Zoom.

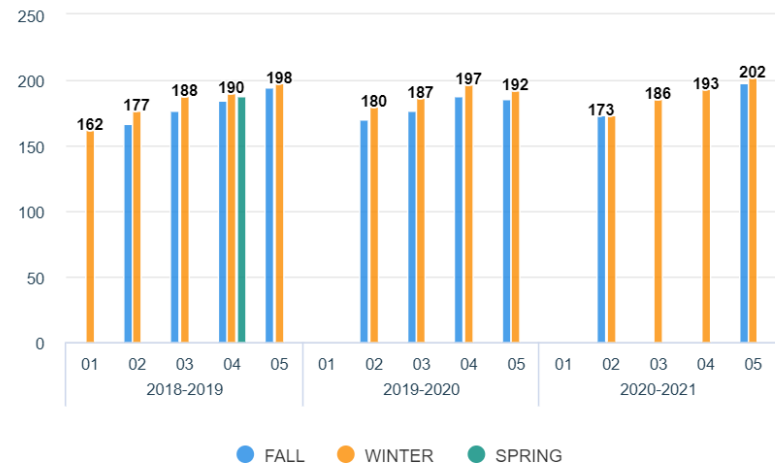
Goal 3 Student Engagement and School Climate-Improve communication during transitional years (5th), increase student engagement and attendance and attendance at various parent group meetings.

Local Assessment Data

Student Average RIT Score - NWEA Math



Student Average RIT Score - NWEA Reading



2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

This bar graph shows the amount of growth at each grade level according to the NWEA Maps tests in Math and Reading from Winter to Winter. The winter scores in gold show that the online learning platform negatively affected the scores in all grade levels except in 5th grade. While the 2nd grade scores show the most discrepancy in 2020/2021. All three years shown above demonstrate a trend reflecting that students are showing yearly growth in each of the curriculum areas, but according to the national standards as shown below, we are still falling below grade level expectations.



Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Morgan Hill Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2020 - Winter 2021
Weeks of Instruction: Start - 20 (Winter 2020)
End - 20 (Winter 2021)

Grouping: None
Small Group Display: No

P. A. Walsh STEAM Academy

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
Grade (Winter 2021)	Growth Count†	Winter 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
-1	0	**			**			**					**			
0	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	61	180.1	17.9	44	186.3	15.4	14	6	1.6	12.7	-3.96	1	61	12	20	15
4	63	185.7	16.4	12	193.1	15.5	9	7	1.3	9.3	-1.45	7	63	24	38	33
5	53	197.2	14.7	23	200.0	18.1	10	3	1.8	7.3	-3.06	1	53	17	32	27

Language Arts: Reading



Student Growth Summary Report

Aggregate by School

Term: Winter 2020-2021
District: Morgan Hill Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2020 - Winter 2021
Weeks of Instruction: Start - 20 (Winter 2020)
End - 20 (Winter 2021)

Grouping: None
Small Group Display: No

P. A. Walsh STEAM Academy

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Winter 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
-1	0	**			**			**					**			
0	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	61	180.1	17.9	44	186.3	15.4	14	6	1.6	12.7	-3.96	1	61	12	20	15
4	63	185.7	16.4	12	193.1	15.5	9	7	1.3	9.3	-1.45	7	63	24	38	33
5	53	197.2	14.7	23	200.0	18.1	10	3	1.8	7.3	-3.06	1	53	17	32	27

Language Arts: Reading



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Morgan Hill Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2019 - Winter 2020
Weeks of Instruction: Start - 20 (Winter 2019)
End - 20 (Winter 2020)
Grouping: None
Small Group Display: No

P. A. Walsh STEAM Academy

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
Grade (Winter 2020)	Growth Count†	Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
-1	0	**			**			**					**			
0	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	54	183.4	12.5	46	194.3	13.8	38	11	1.4	12.4	-0.91	18	54	22	41	26
4	49	193.2	14.1	31	200.7	10.2	22	7	1.3	10.1	-1.59	6	49	21	43	40
5	47	193.5	13.1	4	198.2	15.9	2	5	1.1	8.1	-1.94	3	47	14	30	19

Math: Math K-12



Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020
District: Morgan Hill Unified School District

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Winter 2019 - Winter 2020
Weeks of Instruction: Start - 20 (Winter 2019)
End - 20 (Winter 2020)
Grouping: None
Small Group Display: No

P. A. Walsh STEAM Academy

Math: Math K-12

		Comparison Periods									Growth Evaluated Against						
		Winter 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms				
Grade (Winter 2020)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
-1	0	**			**			**					**				
0	0	**			**			**					**				
1	0	**			**			**					**				
2	0	**			**			**					**				
3	54	183.4	12.5	46	194.3	13.8	38	11	1.4	12.4	-0.91	18	54	22	41	26	
4	49	193.2	14.1	31	200.7	10.2	22	7	1.3	10.1	-1.59	6	49	21	43	40	
5	47	193.5	13.1	4	198.2	15.9	2	5	1.1	8.1	-1.94	3	47	14	30	19	

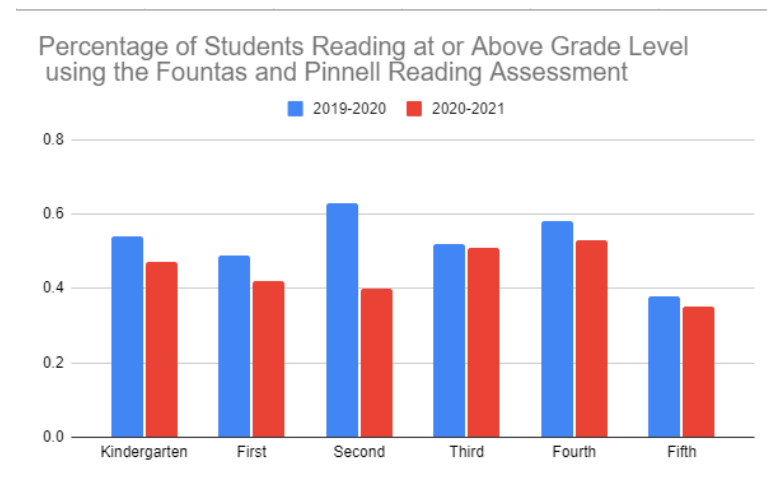
Math: Math K-12

The above tables show the yearly growth by grade level in Math/ELA during distance learning (winter to winter) in comparison to the prior instructional year, 2019-2020. The highlighted numbers show the average score of each grade level and the percentile column reflects where our students place in comparison with students across the nation. In addition, in the Student Norms section the Student Median Conditional Growth Percentile shows how students with similar scores are doing in comparison with those across the nation.

The scores are significantly lower during our distance learning year. There are many variables to consider since students were testing at home which include the possibility that there were a higher number of inevitable distractions, that the internet connection was unstable, that there was a lack of availability of work space and that there was less adult supervision and support than if the students were taking it at school.

Overall, there was a prevalent discrepancy between the projected growth and actual growth during distance learning. Furthermore, both tables show the need to improve the observed growth in all grade levels, especially 5th grade.

Winter Reading Score by Grade Level Fountas and Pinnell



The bar graph above shows the percentage of students on grade level using the Fountas and Pinnell Reading assessment. The results from the 20/21 school year (blue) and from the 20/21 year (red) both demonstrate a trend that at all grade levels more than half of our students are reading below grade level. The line graph on the right indicates the average score for each grade level. The yellow line represents the target goal at each grade.

The local assessment data shows the need for improvement to decrease chronic absenteeism and to decrease the overall academic achievement in all grade levels.

Chronic Absenteeism Improvement Plan based on ESSA requirements in alignment with the Local Control and Accountability Plan

The chronic absenteeism analysis shows that the school population's circumstances affect their ability to come to school or log onto zoom. The district provided 166 hot spots to Walsh families to allow families without internet access to our long distance learning program. Despite solving the internet access issue many had adults in the house working during the day and were unable to supervise. Without the adult supervision students did their best to log on independently or with their older siblings assistance. The teachers, administration, and teachers worked together to incentivise students to be online for class and to complete the given assignments. The team made more than 100 home visits to support students with chronic absenteeism

The school will undertake an evidence based multi-tiered approach to addressing this issue as follows:

-Tier 1 communication and education program for families that ensures constant reminders and understanding of both the financial and instructional impacts of absenteeism; the attendance clerk and administration work diligently with families to educate them on the importance of attendance over the phone or in person.

-Tier 2 Implement monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance. The school will assign intervention resources aligned with MTSS to those students in need or at risk including but not limited to: Rebekah's Children's Services, restorative justice practices, CARE Counselor, Community Solutions, and PBIS. Using our partnerships with PEI counseling and wellness team at Walsh which includes our Care counselor we will focus our efforts on absenteeism.

-Tier 3 truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students. Those students demonstrating truancy or excessive absences and tardies will be supported through the SARB process.

Gaps in Academic Achievement

Student achievement continues to be our primary focus at Walsh. We are supporting growth through reading intervention as well as Professional Learning Communities in Math and English Language Arts. Teachers collaborate regularly using summative data and formative data to monitor student learning and design instruction to meet differentiated needs. A summer institute is planned with selected teachers to analyze current data, vertically align the grade level curriculums, evaluate current tier 2 and 3 interventions and create a master schedule to allow for flexible grouping and intervention support.

Walsh is a Title 1 Schoolwide program whose plan is to put into action targeted support and improvement. The purpose of this plan is to address areas of need as indicated by our needs assessment as follows:

Tier One-Whole class instruction-A variety of instructional strategies will be incorporated to meet the learning style needs of all students. Some examples of these strategies include but are not limited to:

- *incorporating diverse technologies
- *inquiry-based learning
- *game-based learning
- *cooperative learning
- *experiential learning
- *problem based learning
- *active learning
- *art based learning

In addition, a supplemental phonics program, Zoo Phonics, was implemented this year in grades TK-1st and in primary special education classes. This will continue to be an instructional strategy as well as introducing phonemic awareness lessons and activities. It is the intent that there is a uniform program for our youngest students to become proficient in the early reading foundational skills. Daily instruction will also include 10-15 minutes of phonemic awareness instruction in all grades to supplement the adopted Wonders curriculum.

This summer, a team of teachers will be mapping the curriculum, creating a scope and sequence to implement in the 2021-2022 school year and vertically aligning our ELA and Math standards and vocabulary. Teachers will also set up ELA and Math schedules so that flexible grouping within grade levels is possible. Planning for Tier 2 and Tier 3 supports will include learning labs in which students are participating with paraprofessionals and our Reading specialist in stations. Students will be selected for these supports using data from FP, NWEA Map scores, responses to previous interventions and teacher input.

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.

PA Walsh STEAM Academy will continue to focus on attendance and academic goals by creating an aligned scope and sequence plan for each grade level, high caliber instructional strategies and through a multi tiered system of support (MTSS), to ensure that all efforts are focused to meet the individual needs of students both academically and emotionally.

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The Morgan Hill Unified School District uses a variety of assessment tools to assist teachers in modifying and improving individual student achievement. Results of the CAASPP Smarter Balance Assessments for English Language Arts (ELA) and Mathematics for grades 3-8 and Science for Grade 5 and 8, student work samples, journals, formative and summative assessments are analyzed to determine gaps and necessary program adjustments to improve instructional delivery. Fountas and Pinnell assessments, NWEA Map Assessments, curriculum embedded assessments for our district adopted texts, teacher made tests, ELPAC, benchmark tests are analyzed by teachers and used to modify instruction to improve student achievement. In addition, primary aged students will be monitored for the reading readiness through University of Oregon's DIBELS assessment tool and data platform.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Analysis of Summative data from the individual Smarter Balance Assessments and the ELPAC reports

Review of student performance on the District Benchmark Assessments,

Consideration of the Running Record Reading assessment, benchmark tests, student work samples, journals, discussions, curriculum embedded assessments, and teacher created interim assessments.

Status of meeting requirements for highly qualified staff (ESEA):

This has been verified by the Human Resources Division of the MHUSD.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed all components of this training fully.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

District provides a comprehensive calendar with professional development opportunities that reinforce the effective delivery of core curriculum, GLAD strategies, analysis of data and the use of data for instructional planning and GATE support. All staff are currently going through Systematic ELD Training and Common Core Training

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

All staff are currently going through Systematic ELD Training, and Common Core Training, and Math Common Core Training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

All teachers benefited from ongoing support from GLAD Coaches.

Teacher collaboration by grade level (K-5) and department (9-12) (EPC):

Teachers meet each Wednesday for a weekly PLC (Professional Learning Community) Collaboration meeting with their colleagues to review common formative assessments, share best teaching practices, analyze data, plan for regrouping and possible intervention in order to determine next instructional steps. Teachers also share the effective use of GLAD strategies, analyze benchmark data, read professional articles, ELD planning and adjusting groups as data dictates, discuss effective use of supplemental supports i.e. after school programs, and collaborate on common pedagogy for common teaching language.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

The district-adopted mathematics, language arts, science, social studies and English Language Development texts are aligned with the state content standards. These programs, along with supplemental materials, are used consistently across the grade levels and as instruction transitions into Common Core. This multi source curriculum will continue to support Common Core standards. Staff continues to research and implement best practice strategies of instruction to support student learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-5) (EPC):

The school adheres to the required minutes for ELA, math, ELD, and PE instructional minutes. Moreover, a multidisciplinary and thematic approach is taken to include social studies and science into the core subjects of reading, writing, and ELD to increase students' background knowledge.

Lesson pacing schedule (K-5) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Through the Cycle of Inquiry process, teachers define target students and through student data, results are analyzed and in class interventions developed. Target students have instruction modified to their learning ability based on data, receive direct explicit instruction, more frequent small group in class instruction, and checking for understanding frequently- i.e., double guided reading, multiple small group instructions throughout the day from the classroom teacher, frequent monitoring of student work samples, and regular home school communication. Progress reports are sent home in between reporting periods and students are also selected for after school support programs focusing on reading, math, and academic language.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Standards-based instructional materials have been acquired for all students. There is a need for more supplemental materials to meet the special needs of our ELL (English Language Learner), GATE students, and students with disabilities. Both Fiction and Nonfiction leveled books are needed.

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

The school leadership team, School Site Council, English Learner Advisory Council, and Home and School Club all participated in the development of this SPSA. Our school's philosophy of shared leadership embodies all stakeholders, and all had input regarding the development of this plan. The school site council approves the recommendation to the board of education. Each stakeholder group mentioned conducted monthly meetings. We review the progress and adjust as needed according to the student's data and needs. Below are examples of our schools regular communication.

[MHUSD Calendar](#)

[School Site Council 2020-2021](#)

[ELAC 2020-2021](#)

[Example of Monthly Family Newsletters](#)

[Parent Input on LCAP goals](#)

Resource Inequities

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

PA Walsh has 15.27% of the students who have been identified with chronic absenteeism and have missed more than 10% of the school year. This has a detrimental effect on student achievement. Our last year's chronic absenteeism was 14.7%. The increase is assumed to be increased due to the long distance learning platform required for instruction this year. Despite distributing 166 hot spots (44% of population) for those families without access to stable internet there were still a number of families that continued to have internet issues. Underperforming students demonstrate extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring (Goal 1 action 2); parent education and awareness campaign (Goal 2 action 2); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

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

Goals, Strategies, Expenditures, & Annual Review.

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

Goal 1

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

Identified Need

Walsh STEAM Academy stakeholders continue to identify the need of increasing English language proficiency in reading and writing for all students, increasing math proficiency for all students; and meeting the needs of Hispanic and English Learners by making academic content more accessible through Constructing Meaning strategies of instruction, integrated and interdisciplinary units, and mathematical growth mindset strategies that will support student engagement and acquisition of knowledge. Tier 2 and 3 intervention plans will be in place using the bilingual paraprofessionals, Reading TOSA and MTSS paraprofessional.

Annual Measurable Outcomes

Fountas & Pinnell by grade 2019-2020	2020-2021	Increase At Level percentage to at least 10% in each grade level.
Avg K Fall: N/A --Avg K Mar: .49 --At level Mar: 24%	Avg K Fall: N/A --Avg K Mar: 0.44 --At level Mar: 47%	
--Avg 1 Fall: .63 --Avg 1 Mar: 1.4 --At level Mar: 51%	--Avg 1 Fall: .45 --Avg 1 Mar: 1.15 --At level Mar: 39%	
--Avg 2 Fall: 2.07 --Avg 2 Mar: 2.72 --At level Mar: 67%	--Avg 2 Fall: 1.47 --Avg 2 Mar: 2.08 --At level Mar: 51%	
--Avg 3 Fall: 2.74 --Avg 3 Mar: 3.23 --At level Mar: 57%	--Avg 3 Fall: 2.68 --Avg 3 Mar: 3.24 --At level Mar: 51%	
--Avg 4 Fall: 4.29 --Avg 4 Mar: 4.58 --At level Mar: 64%	--Avg 4 Fall: 3.47 --Avg 4 Mar: 3.98 --At level Mar: 53%	
--Avg 5 Fall: 4.42 --Avg 5 Mar: 4.6 --At level Mar: 37%	--Avg 5 Fall: 4.39 --Avg 5 Mar: 4.63 --At level Mar: 34%	

LLI				110 students participated 27% of student population 100% increased 1 level 96% increased to grade level (multi levels)			close gap of number of students participating in LLI to 20%	
MAP- Reading							Meet or exceed projected growth at each grade level	
Growth	Winter 2020	Winter 2021	School		Winter 2020	Winter 2021	School Growth	Winter to Winter: Projected Growth
	Mean Rit	Mean Rit			Mean Rit	Mean Rit		
--Grade 3	176.5	187.4	11	--Grade 3	180.1	186.3	6	--Grade 3 13.1
--Grade 4	187.7	198.6	11	--Grade 4	185.7	193.1	7	--Grade 4 9.2
--Grade 5	189.2	192.0	3	--Grade 5	197.2	200.0	3	--Grade 5 7.8

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. Additional TOSA to support implementation of NGSS standards and STEAM integration
2. Additional PBIS support staff

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
STEAM TOSA	\$43,940.58/\$5,277.95	LCFF/Title One
Additional Yard Duty Coverage	\$11,638.99	State Lottery

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.

5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. LLI Personnel and ongoing training and materials.
2. Lead Teacher / Student Study Team stipend
3. Phonemic Awareness Training for staff and monitoring system

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
Bilingual Instructional Aides 2 @ 6 hors,	\$87,035.51	Title One
Tk/K Readiness by Yard Duty	\$5000	Carryover Funding from 19/20
DIBELS-primary grades data monitoring system	\$750	LCFF
Academic Supplemental programs	\$5000	Carryover Funding from 19/20

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. The Leadership Team meets monthly to discuss and plan Professional Development for the site.
2. Hours and sub time expenses for k-8 grade level planning days, guest PD presenter expenses, consultants.

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)
Professional Development-Reading/Math	\$5000	Carryover from 2019-2020
Sub Release Time/Extra Hours-Planning and Collaboration-19 days	\$3040	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 and maintain online programs, NGSS materials, Math related materials and resources, Library resources, chromebooks
2. Stipends for additional responsibilities to facilitate programs/needs

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
Online Licenses to support Core Curriculum Mystery Science, AR reading, Seesaw learning platform	\$4,220.25	LCFF
Tech repair, Rentals, Leases	\$1900	State Lottery

Stipends-Tech Coordinator, Student Council,safety patrol	\$8267.97	State Lottery
Books and Reference Materials	\$2000	State Lottery
Leveled Library	\$3000	Carryover from 2019-2020

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. Purchase leveled reading books and supplemental math intervention materials.
2. SST, IEP, 504, and Targeted Student meeting sub costs, subs for kindergarten assessment.
3. Purchase student planners for upper elementary grades
4. Provide stipends for teachers planning/intervention/enrichment outside of the work day

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
SST Coordinator Stipend	\$2,104.49	Lottery
Release time for IEP/SST Meetings-18 days	\$3,501.14	Lottery
Academic Student Planners	\$607.62	LCFF
Extended Day-Intervention/Enrichment	\$35,000	Extended Day

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Programs and services funded in this School Plan include:

- 1. Training and materials supporting the School Site Council
- 2. Development of local metrics for monitoring the SPSA
- 3. DATA Talks and links to data sources ie. state dashboard
- 4. School presentations, communications and PR related to school achievement and student engagement
- 5. Instructional Rounds protocols, and using data to inform planning, teaching, and learning through the lens of equity.
- 6. Purchase material/programs to strengthen communication between school and families

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)
Family Engagement Info/Events	\$2000	Lottery

Academic Communication Folders	\$583.93	LCFF

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. Duplicating materials, paper, playground equipment, additional transportation to science camp or field trips, specialized technology, maintenance contracts for office equipment, communication, and translation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goal 1 Action 7 Strategy/Activity

Teacher Supplies and Materials	\$8,000	Lottery
Health Office	\$500	Lottery
Revolving Fund (petty cash)	\$300	Lottery
Office Supplies	\$4914.58	Lottery
Communication-Blackboard Connect	\$872.83	Lottery
Negative Lunch Balance	\$500	Lottery-Carryover funding from 19/20
Library Instructional Supplies	\$2000	Lottery-Carryover funding from 19/20
Mileage Reimbursement	\$150	Lottery
Newsletter	\$150	LCFF
furniture-office/meeting areas	\$750	Carryover funding from 19/20

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.

PA Walsh will continue to focus on decreasing the academic performance gaps that the data from 2019-2020 demonstrated. The data from 2020-2021 has been assessed by stakeholders and a plan to return in person in the fall will be executed to meet the needs of all of our students. We will continue to fund a reading team of bilingual instructional aides to continue the work they began in the 2019-2020 year. This summer teachers will build a scope and sequence for each grade level for both ELA and Math. Structured Tier 2 and 3 supports will be in place as we are anticipating students needing additional support due to the distance learning this year. With the guidance of L180, we will identify strengths and weaknesses across the major academic areas, identify specific demographic groups that need academic improvement, and determine which programs are meeting or not meeting their goals. This will be ongoing and will involve both teachers and staff on a weekly basis.

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 anticipated changes to 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, as a staff, are committed to this goal and will be focusing on ensuring that Tier one instruction is differentiated based on the student's current academic level and needs. Allowing time to conference within and across grade level teams will ensure consistent data monitoring and professional development in both ELA and Math will be made available to the staff and community.

Goal 2

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

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mass Phone Communication Rates: Phone contacts/enrollment: 343/412 83%	New Mass Phone Communication Rates: Phone contacts Success Rates: 82% (25 hang ups, 13 opt outs, 12 wrong number)	Close gap to 100%
Increase Parent monitoring rates MHUSD Districtwide Accessing Aeries: 67.4%	Parent monitoring rates Walsh Accessing Aeries: 71%	Close gap to 100%
Mass Email Communication Rates Email Contacts/Enrollment: 124/153 Contacts for Spanish/Vietnamese Speaking Families	New Mass Email Communication Rates Email Contacts Success Rates: Spanish/Vietnamese Speaking Families-89%	Close gap to 100%

258/265 English Speaking Families	English Speaking-98%	
District Wide Survey Improve Survey Results: Schools encourage decision making participation 3.97 English 271 responded in English 3.77 Spanish 11 responded in Spanish	New Survey Results: Schools encourage decision making participation 3.82 English 388 responded in English 3.88 Spanish 16 responded in Spanish	Increase scores to 4 points
Improve Survey Results: Schools encourage parent volunteers 3.97 English 3.91 Spanish	New Survey Results: Schools encourage parent volunteers 3.90 English 3.63 Spanish	
Improve Survey Results: Parents feel like valued partners 3.87 English 4.00 Spanish	New Survey Results: Parents feel like valued partners 3.68 English 3.69 Spanish	
Improve Survey Results: Parents are Satisfied with 2-way communication 3.88 English 4.27 Spanish	New Survey Results: Parents are Satisfied with 2-way communication 3.80 English 3.44 Spanish	
Improve Survey Results: Have access to adequate monitoring information 3.79 English 4.00 Spanish	New Survey Results: Have access to adequate monitoring information 3.83 English 3.56 Spanish	
Improve Survey Results: Our School is Safe 3.75 English 3.09 Spanish	New Survey Results:: Our School is Safe 3.59 English 3.00 Spanish	
Improve Survey Results: School values diversity	New Survey Results: School values diversity	

3.58 English 3.45 Spanish	3.84 English 3.25 Spanish	
Improve Survey Results: Our school meets Soc. Emot. needs of students 3.94 English 3.64 Spanish	New Survey Results: Our school meets Soc. Emot. needs of students 3.38 English 3.13 Spanish	
Improve Survey Results: Our school has a Curriculum that is challenging 3.64 English 3.63 Spanish	New Survey Results: Our school has a Curriculum that is challenging 3.39 English 3.29 Spanish	
Improve Survey Results: We are Satisfied with environment at our school 3.55 English 3.45 Spanish	New Survey Results: We are Satisfied with environment at our school 3.44 English 3.25 Spanish	
Improve Survey Results: Parents encourage after school participation 4.29 English 4.09 Spanish	New Survey Results: Parents encourage after school participation 4.04 English 3.75 Spanish	
Improve Survey Results: Parents have high awareness of programs 3.57 English 3.64 Spanish	New Survey Results: Parents have high awareness of programs 3.59 English 3.25 Spanish	
Improve Survey Results: Our school has a good variety of extended activities that match student interests 3.29 English 3.55 Spanish	New Survey Results: Our school has a good variety of extended activities that match student interests 3.34 English 3.00 Spanish	

Improve Survey Results: My child likes school 3.90 English 3.82 Spanish	New Survey Results: My child likes school 3.78 English 3.50 Spanish	
Improve Survey Results: My child is safe at school 3.94 English 3.64 Spanish	New Survey Results: My child is safe at school 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. Parent training / Fingerprinting / volunteer opportunities.

2. Support and communication with families regarding school related topics such as email, Aeries, gradebook, Naviance, conferences, google classroom, attendance, 504, IEP, SST, nutrition ,homework strategies, positive parenting home / school support connections.

Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Fingerprinting (for 20 new volunteers)	\$700	Lottery
Bilingual Translation-conferences or as needed	\$146.21	LCFF
Parent Engagement Supplies	\$1171.56	Title One

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.

4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

Proposed Expenditures for this Strategy/Activity

Support and Increase parent communication/outreach

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

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Postage	\$700	Lottery
Chromebooks for parent at-home use	\$1000	Carryover funding from 19/20

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.

Our goal of increasing parent involvement on campus was adapted this year due to schools being closed to non-employed adults. Connecting families to the general education teachers and supporting staff through the use of a variety of technology

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

We did not exceed or underspend allocations provided for this goal.

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.

Partnering with families will continue to be a goal for PA Walsh. Due to the global pandemic and online platform for learning, parents were not allowed on campus this year. Typically PA Walsh encourages volunteerism in the classroom and in participation of after school activities; this year communication with 100% of the families was the goal. This year it was evident that both texting and Class Dojo are the best methods for teachers to communicate with parents and families. Allowing parents to zoom from home for meetings was advantageous. Our percent of parents attending Parent conferences was close to 98% which was a significant increase from prior years in which parents needed to physically come to the school. ALL parent meetings were conducted on zoom which also assisted in the level of participation.

Maintaining this high level of communication will be the goal as we return to in person instruction for all students next year. Facilitating meetings on zoom may be offered if parents are unable to attend in person.

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 for career readiness.

Identified Need

PA Walsh has a need to address chronic absenteeism because of excessively high absenteeism rates as shown below.

Annual Measurable Outcomes

Expected	Actual	Expected Outcome
Attendance Rates: (Improve to 96%) 94.55% as of month 9	Attendance Rates: Met 95.6% (2019-20) as of month 7 94.55% (2020-21) as of month 9	Improve Attendance rate to to 96% or higher
Chronic Absenteeism 11.1% State average	Chronic Absenteeism 16.3% (2018-19) 14.2% (2019-20) No Data (2020-21)	Decrease chronic absenteeism to state average of 11.1% or better
Suspension Rates (reduce below state average) 2017-18 District 4.2% State: 3.6% White: 3.0% Latino: 5.5%	Suspension Rates 2018-19 District 5.3% State: 3.6% White: 4.2% Latino: 6.6% Walsh .8% 2019-20	Met

	District 3.9% State 2.6% White: 2.8% Latino 4.9% Walsh 0%	
MHUSD District wide Data Improve Survey Result: I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.25 3.27 3.01 3.03	MHUSD District wide Data Survey Result: (Distance Learning) I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.8 3.45 3.24 3.30	Increase score to 3.75-4 for grades in K-5
Improve Survey Result: I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 3.55 3.35 2.96 2.86	Survey Result: (Distance Learning) I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 2.53 3.24 2.65 2.53	
Improve Survey Result: I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.79 3.73 3.72 3.49	Survey Result: (Distance Learning) I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.79 3.78 3.78	
Improve Survey Result: I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 2.80 2.80 2.49 2.13	Survey Result: (Distance Learning) I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 3.0 3.19 2.82 2.74	
Improve Survey Result:	Survey Result: (Distance Learning)	

I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.5 3.32 3.31 3.19	I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.18 2.90 2.80	
Improve Survey Result: I am proud to be part of my school Grades: K-2 3-5 6-8 9-12 Scores: 3.30 3.32 2.93 2.75	Survey Result: (Distance Learning) I am proud to be part of my school Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.15 2.86 2.85	
Improve Survey Result: My school is outstanding (4) or not good (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.5 3.14 2.66 2.68	Survey Result: (Distance Learning) My school is outstanding (4) or not good (1) 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. Increase daily attendance, campus supervision, and implement a school wide positive reward system for behavior and attendance.

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)
MTSS/PBIS staff stipend	\$2000	Carry Over Funding
Assemblies-educational/SEL materials	\$1000	Lottery
Field Trips	\$5000	Carry Over Funding

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

Programs and services funded in this School Plan include:

1. CARE team advisory onsite
2. Partner with El Toro Boys and Girls Club, PEI, YMCA and other community based programs

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)

Care Team Coordinator		District Funded
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Recess/after school SEL/PBIS	\$3000	carryover from 19/20
Afterschool Enrichment Opportunities	\$10000	carryover from 19/20

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.

PA Walsh has 15.27% of the students who have been identified with chronic absenteeism and have missed more than 10% of the school year. This has a detrimental effect on student achievement. Our last year's chronic absenteeism was 14.7%. The increase is assumed to be increased due to the long distance learning platform required for instruction this year. Despite distributing 166 hot spots (44% of population) for those families without access to stable internet there were still a number of families that continued to have internet issues. 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).

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

PA Walsh did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year.

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.

During the pandemic the focus was on making connections with 100% of our families. This was successfully done through the home visits, phone calls, texts and other communication apps. Next year, we expect to maintain this level of communication with families to encourage engagement and foster home/school partnerships. Educating families on the importance of attendance and its direct correlation with academic achievement and student success will be one of our highest priorities. Most families observed the learning process this year, and we intend to continue to build on this foundation as we return to in person instruction next year. Ensuring that PA Walsh STEAM Academy is a safe and nurturing environment in which every student feels connected will be accomplished through implementing PBIS and restorative justice practices.

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	\$93,485.02
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	\$230,222.99

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 One	\$93,485.02

Subtotal of additional federal funds included for this school: \$93,485.02

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 (\$)
Extended Day (LCFF)	\$35,000
LCFF	\$53,487.97
Unrestricted Lottery	\$48,250

Subtotal of state or local funds included for this school: \$136,737.97

Total of federal, state, and/or local funds for this school: \$93,485.99

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 LCCF@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.

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and 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.

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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