

School Year: 2021-2022

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Laytonville Elementary	23739166025308	5-5-2022	5-19-2022

Purpose and Description

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

The purpose of the plan is for implementing programs for Title I Schoolwide Program.

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

The SPSA will align with the LEA LCAP goals, The Expanded Learning Opportunities Grant goals, The Expanded Learning Opportunities Program Grant and the requirements of federal and state funding.

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

Stakeholders were involved and informed about the SPSA during SSC meetings, teachers provided input during staff meetings and other stakeholders were involved through the District Advisory Committee.

Resource Inequities

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

All students received the materials they needed in order to complete the required assignments. Students with special needs who have accommodations receive the materials and support required in their IEPs or 504 plans.

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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 ELA

Increase the number of students achieving Level 3 or 4 on the ELA portion on the SBA by 5% during the 2022 assessment period. Due to distance learning, the SBAC scores from 2021 will be used as a starting reference for the 2021-22 SPSA. However the scores will not be used as a measure of student achievement during distance learning. The 2019 scores will remain as the baseline for comparison purposes.

Identified Need

An analysis of SBA scores from the 2019 assessment period showed 34.59% of students scoring in Levels 3 or 4. This is an increase of 7.21% from 2018 scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment	Percent of student achievement at each level: 2019 2021 1. 42.77% 40.6% 2. 22.64% 27.07% 3. 24.53% 23.31% 4. 10.06% 9.02%	Levels 3 and 4 combined increase 5% on the 2019 SBA.
School Wide Writing Benchmark	Baseline Sept. 2021-Feb. 2022 percent of student achievement at citing evidence at each level: 1. 27%---23% (Below) 2. 29%--25% (Approaching) 3. 38%---35% (At) 4. 6%---17% (Above)	Levels 3 and 4 combined increase 5% by Winter 2022 Writing Benchmark

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Oral Reading Fluency	March 2022 Baseline Reading Comprehension 1. 15% 2. 30% 3. 20% 4. 35%	Levels 3 and 4 combined increase 5% by June 2022 Reading Benchmark:

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Wonders Oral Reading Fluency assessment 3 times a year.

LCAP Goal 3

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)

None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Teachers use a variety of reading programs to increase student comprehension, fluency and writing abilities. Resources to be used:

*Reading A-Z/RAZ Kids

*Read Works

*Epic Reading

*Newsela

*ABC Mouse

*Google Forms

*Edpuzzle

*Interim SBAC Tests

*Kahoot

*No Red Ink

*GimKit

*Books

*Khan Academy

*K-6 Wonders ELA program

LCAP Goal:1, 2 & 3

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)

Learning A-Z: \$1700
No Red Ink: \$2075

LCFF; Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who scored Below and Approaching on the Oral Reading Fluency assessment

Strategy/Activity

1. Use Language! Live Intervention curriculum grades 4-8.
2. Use Rewards Intervention curriculum grades 4-8.

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- 3. Use PALS Intervention curriculum grades K-3.
- 4. Provide professional development for Intervention, special education and ELD teachers on the use of Language Live!

LCAP Goal: 3

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)

1. & 2. \$4725
3. \$401

Title I; Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Writing Benchmark Performance Tasks three times a year using the SBAC writing scoring rubric to level student work.

LCAP Goal: 2 & 3

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)

None

None

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Professional Development: Accelerating Learning follow up with MCOE and coaching through MCOE, Various workshops, conferences and webinars.

LCAP Goal: 1

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)

Varies depending on the workshop or conference

LCFF; Title II; ESSR

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students needing ELA intervention

Strategy/Activity

1. Tier 2 intervention classes with intervention teacher

2. Professional Development: For teachers and para educators coaching through MCOE, Language Live!, general education intervention strategies, various workshops, conferences and webinars.

LCAP Goal: 2 & 3

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)

1. Intervention teachers' salary \$205,000
2. Varies depending on the workshop or conference

1. ESSR; ELO Grant; LCFF
2. LCFF; Title II; ESSR

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students needing ELA support

Strategy/Activity

1. After school learning K-8 with intervention teacher and classroom teachers 2 days/week.
LCAP Goal: 2 & 3

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)

1. \$12,000

1. ELO Grant; ESSR

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Three hour para educator in all general education classrooms.
LCAP Goal: 1, 2, 3

Site Council Approved 5/5/22

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)

\$200,000

LCFF; Title I; ESSR III

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Summer School and Summer Activities: students will participate in integrated ELA, critical thinking, art and math activities.

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)

1. Teachers: 24,000
2. ASES Staff: 14,000
3. Teen Staff: 17,000

1. ELO-P
2. ELO-P
3. ELO-P

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

An analysis of the SBAC data showed students gained 5% in ELA from 2018 to 2019. Teachers implemented the strategies; During the 2021-22 school year students were assessed using the Oral Reading Fluency from the Wonders curriculum; Students who scored below benchmark went to the intervention teacher for reading support.

1st-3rd: Many assessments were given to students participating in reading intervention. Three assessment results in Phonemic Awareness are provided here.

Counting Phonemes: percent of students able to count phonemes:

2 phonemes: 85%

3 phonemes: 83/5%

4 phonemes: 48%

5 phonemes: 33%

Segmenting words into Phonemes: percent of students correctly segmenting words:

3 phonemes: 89%

4 phonemes: 57%

Identifying Phonemes in different positions in words:

Initial phoneme: 96.3%

Final phoneme: 96%

Medial phoneme: 82.4%

4th-8th grade students were administered a series of running records until each student hit his/her instructional level. Here are the percent of students Above, At or Below their current grade level.

Above: 58%

At: 0%

Below: 41.6%

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

All strategies were implemented.

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.

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During the 2021-22 school year intervention teachers will be added. The intervention program was divided in to two groups, K-3 and 4-8. In the K-3 level the focus was on phonemic awareness and used the PALS curriculum. In the 4-8 grades focus was on increasing student fluency using the Language Live! and Rewards curriculum. The intervention teachers were hired and implemented the planned 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 2 MATH

Increase the number of students achieving Level 3 or 4 on the MATH portion on the SBA by 5% during the 2022 assessment period. Due to distance learning, the SBAC scores from 2021 will be used as a starting reference for the 2021-22 SPSA. However, the scores will not be used as a measure of student achievement during distance learning. The 2019 scores will remain as the baseline for comparison purposes.

Identified Need

An analysis of SBA scores from the 2019 assessment period showed 24.68% of students scoring in Levels 3 or 4. This is an increase of 1.65%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment 2019 scores.	Percent of student achievement at each level: 2019 2021 1. 43.64% 61.07% 2. 33.33% 22.9% 3. 17.58% 12.21% 4. 5.45% 3.82%	Levels 3 and 4 combined increase 5% on the 2019 SBA.
Math Benchmark Assessment	Fall 2019: 1. 45% 2. 26% 3. 24% 4. 25%	Continued increase in % of students achieving at levels 3 and 4.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Benchmark assessment 3 times per year using District created assessments based on the CCSS.

LCAP Goal: 3

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)

None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Teachers provide after school tutoring. Teachers to focus on specific areas of need for specific content.

LCAP Goal: 3

Proposed Expenditures for this Strategy/Activity

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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)

\$12,000 for teachers

ELO Grant; ESSR

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Use SBAC Practice and Interim Assessments.
 2. CPM check points grades 6-8
- LCAP Goal: 1, 2, 3

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)

No cost for this activity

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students needing math intervention.

Strategy/Activity

1. Provide Tier 2 intervention with intervention teacher focusing on targeted concepts.

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2. Summer School

LCAP Goal: 2 & 3

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)

1. Math Intervention Teacher Salary: \$40,200
2. \$24,000 Summer School

1.ESSR
2. ELO-P; ELO Grant

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1. Professional Development: Accelerating Learning follow up Coaching provided by MCOE, Various workshops, conferences and webinars for teachers and para educators.
- 2. CPM training for new teachers.

LCAP Goal: 1

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)

Varies depending on the workshop or conference

LCFF; Title II; ELO Grant

ANALYSIS

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

An analysis of the SBAC data showed students gained 1% in Math. Teachers implemented the strategies provided by the county office; students participated in several interim SBAC assessments; several teachers implemented daily or weekly Math Talks.

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

Math intervention teacher has been designated for the spring of 2022 and for the 2022-23 school year. Select groups of 7th and 8th grade students are being tutored on specific content areas.

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 3 STUDENT GROUPS

Increase the number of student groups achieving Level 3 or 4 by 5%. Due to distance learning, the SBAC scores from 2021 will be used as a starting reference for the 2021-22 SPSA. However the scores will not be used as a measure of student achievement during distance learning. The 2019 scores will remain as the baseline for comparison purposes.

Identified Need

Students in the specific subgroups are scoring lower than their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Assessment ELA/Hispanic	Percent of student achievement at each level: 1. 41.94%---46.67 2. 35.48%---26.67 3. 19.35%---16.67 4. 3.23%---10.00	Levels 3 and 4 combined increase 5% on the 2019 SBA. 2019 Scores: Increase of 4.09%
Smarter Balanced Assessment ELA/Native American	Percent of student achievement at each level: 1. 88.24%---94.44 2. 11.76%---0.00 3. 0.00%---5.56 4. 0.00%---0.00	2019 Scores Increase of 5.56%
Smarter Balanced Assessment ELA/Economically Disadvantaged	Percent of student achievement at each level: 1. 56.00%---50.83 2. 24.80%---20.83 3. 12.00%---23.33 4. 7.20%---5.00	2019 Scores: Increase of: 9.13%
Smarter Balanced Assessment Math/Hispanic	Percent of student achievement at each level: 1. 41.94%---60.00 2. 48.39%---23.33 3. 9.68%---16.67 4. 0.00%---0.00	2019 Scores: Increase of: 6.99%
Smarter Balanced Assessment Math/Native American	Percent of student achievement at each level: 1. 81.25%---77.78 2. 18.75%---16.67 3. 0.00%---5.56 4. 0.00%---0.00	2019 Scores: Increase of: 5.56%
Smarter Balanced Assessment Math/Economically Disadvantaged	Percent of student achievement at each level: 1. 48.36%---51.26 2. 33.61%---31.09 3. 15.57%---13.45 4. 2.46%---4.20	2019 Scores: Decrease of .38%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Hispanic, Native American, Economically Disadvantaged

Strategy/Activity

1. Academic Intervention with increased paraprofessional time in general education.
2. After school intervention classes.

LCAP Goal: 2 & 3

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)

1. \$445,200
2. \$12,000

1. LCFF; ESSR; ELO Grant
2. ELO; ESSR

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Hispanic, Native American, Economically Disadvantaged

Strategy/Activity

1. Mental Health/Emotional Intervention. School psychologist and teachers to be trained in Restorative Justice Practices.
2. Implement Emotional Intelligence in 6-8 classrooms using the RULER method through trainings using the book, Permission to Feel.
3. Train interested teachers in the RULER method.
4. Professional Development

LCAP Goal: 1, 2, 3

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)

1. \$5,000
2. \$0
3. \$4,000
4. \$8,000 over 2 years

ALL: MCYP Grant; MCOE Grant; LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Hispanic, Native American, Economically Disadvantaged

Strategy/Activity

1. Mental Health/Emotional Intervention.
 2. Professional development on Emotional Intelligence
 3. Aikido project
- LCAP Goal: 1, 2, 3

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)

1. Counselor: \$46,500
2. PD \$8,000
3. Aikido: \$40,000

1. LCFF; ELO Grant
2. ELO Grant; Title II
3. Title IV; ELO Grant; ESSR

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Site Council Approved 5/5/22

Hispanic, Native American, Economically Disadvantaged

Strategy/Activity

1. Mental Health/Emotional Intervention. Continue mental health counseling services 5 days a week.

LCAP Goal: 2

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)

1a. School psych.: \$ 95,500

1b. Counselor: \$46,500

1a.LCFF; Special Education

1b. LCFF; ELO Grant

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Hispanic, Native American, Economically Disadvantaged

Strategy/Activity

1. Provide support to students and families to increase attendance through phone calls, texts, transportation, student success team meetings and Attendance Faire.

LCAP Goal: 2

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)

Attendance Liaison: \$10,000

ESSR; LCFF; Title I;

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Hispanic, Native American, Economically Disadvantaged

Strategy/Activity

1. Provide Second Step and RULER curriculum for increased understanding of relationships and social-emotional learning. Teachers and school psychologist attend training on the RULER method of SEL.

2. Staff Development

LCAP Goal: 2

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)

1. \$4,000
2. \$15,000

1. MCYP Grant
2. Educator Effectiveness Block Grant; Title II; ESSR

Annual Review

SPSA Year Reviewed: 2019-2020

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

ANALYSIS

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

The Aikido project data for 2019-2020 through March 2020:

	Total affirmative	Out of	Percent
Percent of students stating Aikido has been helpful in their life	2020 13 2022 37	14 37	93% 100%

Site Council Approved 5/5/22

Percent of students that can identify a specific skill that they have learned in Aikido that they have applied in their life	2020 13 2022 29	14 37	93% 78%
What are the 4 most commonly identified ways students identified Aikido has helped them improve their life: 1) Calming Down (10 out of 14): 71% 2) Decreasing Anger (6 out of 14): 43% 3) Decreasing Stress (6 out of 14): 43% 4) Increasing Focus (6 out of 14): 43%			
Percent of students that identify using Meditation to improve their life	7	14	50%
Percent of students that identify using Breathing techniques to improve their life	9	14	64%
Percent of students that have utilized Aikido skills at home to make their life better	9	14	64%
Percent of students that have utilized Aikido skills at school to make their life better	11	13	85%
Percent of student that identify using Aikido to increase calmness	17	37	46%
Percent of student that identify using Aikido to make the feel safer and stronger by learning self defense.	21	37	57%

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 differences

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 distance learning, this project continued however the number of participants decreased. A comparison between the 19-20 and 20-21 school years would not reflect accurate data.

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 4 STUDENT ENGAGEMENT

Provide activities that increase student engagement in order to improve attendance by 5%.

Identified Need

Chronic Absentee rate for the 2017-18 school year was 20.2%. For the 2018-19 school year the chronic absentee rate was 21.7%. This is an increase of 1.5%. No data is available for comparison from 2019-2020 school year. No data is available for the 202-2021 distance learning school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	2017-18 chronic absentee rate: 20.2% 2018-19 chronic absentee rate: 21.7%	Decrease the chronic absentee rate by 5%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Hire an attendance liaison to communicate with parents and students regarding information about attendance and school achievement and to work with the school psychologist to schedule student success team meetings.

LCAP Goal: 2

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)
Attendance Liaison: \$10,000	LCFF; Title I; ESSR

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Site Council Approved 5/5/22

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

All students

Strategy/Activity

1. Implementation of CCSS with a focus on hands on activities.
2. Provide monthly team meeting time to create lessons and units for implementation.

LCAP Goal: 1 & 2

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)

Various amounts depending on materials needed

LCFF; ESSR; Title VI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Use of KnowAtom Science curriculum to integrate hands on labs.
2. Use of TCI Social Studies curriculum to integrate activities.

LCAP Goal: 1 & 2

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.

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Amount(s)

Source(s)

1. \$22,000

LCFF; Lottery

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. School wide attendance rewards for students achieving 95% attendance or greater.
2. Offer end of year incentive for students with 95% attendance for whole school year.
3. Offer Summer School attendance incentive 95% attendance for 20 days.

LCAP Goal: 2

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)

\$2500

LCFF; ESSR; Title VI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Arts integration: K-8 teachers integrate art and music into curriculum.
2. Enrichment class 6-8
3. Digital Art & Music 6-8

LCAP Goal: 2

Site Council Approved 5/5/22

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)

\$10,000

Supplemental Concentration; ESSR

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Implement Second Step Character Education, Community Circles, Use of Literature as examples of Character (6-8), RULER curriculum from Permission to Feel book.

LCAP Goal: 1, 2, 3

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)

\$3,000

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site Council Approved 5/5/22

1. Teachers making personal contact to parents for positive outreach.

LCAP Goal: 2

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)

None

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. After school clubs/opportunity hour run by interested staff. Students must be in school to attend.

LCAP Goal: 2

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)

Supplemental pay; amounts vary

LCFF; ESSR

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

5-8 grade students

Site Council Approved 5/5/22

Strategy/Activity

1. Students will be introduced to college and career opportunities, inventories, guest speakers and surveys.
2. Students will learn about high school classes needed to take to attend community college, CSU and UC colleges.

LCAP Goal: 2 & 3

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)

None

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Yoga as an after school class 2 days a week. Students must be in attendance on the day of the class.

LCAP Goal: 2

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)

1. Up to \$10,000

LCFF; ELO Grant; ESSR Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Site Council Approved 5/5/22

All Students

Strategy/Activity

1. Provide multiple and various after school Opportunity Hours throughout the school year. Students must be in attendance the day of the class.

LCAP Goal: 2

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)

1. \$8,000

LCFF; ELO Grant

Annual Review

SPSA Year Reviewed: 2019-2020

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

ANALYSIS

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

The attendance percent during the 2018-19 school year the chronic absenteeism increased by 1.5%. During distance learning, Student Study Teams were held to plan positive attendance outcomes for individual families. Data will be compiled in order to plan incentives and interventions during the 2022-23 school year.

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 differences

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.

Adding more engaging activities after school in order to encourage students to attend during the school day.

Site Council Approved 5/5/22

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 District Through the Consolidated Application	\$194,478
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$800,601

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 VI Indian Education Grant	\$18,284
ESSR II: Available through 9/30/2023	\$597,571
ESSR III: Available through 9/30/2024	\$1,343,023

Subtotal of additional federal funds included for this school:

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	\$3,579,140
Supplemental Concentration	\$714,368
ELO Grant	\$326,676
ELO Program	\$78,672

Subtotal of state or local funds included for this school: \$ 4,698,856

Total of federal, state, and/or local funds for this school: \$6,852,212

Site Council Approved 5/5/22

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019