

School Year:

2022-23

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Steele Lane Elementary School's	49 70912 6052195	5/31/22	6/8/2022

Contact Person: Amber Williams

Position: Principal

Phone Number: 707-890-3945

Address: 301 Steele Lane
Santa Rosa, CA 95403-3148

E-mail Address: awilliams01@srcs.k12.ca.us

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)

Schoolwide Program

Comprehensive Support and Improvement

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 school wide plan goals are derived from multi measure assessment data, stakeholders feedback and aligned to SRCS District LCAP goals, school mission and vision.

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

We have a variety of ways we involve parents and other community members in meaningful collaboration and opportunities for input and feedback in the analysis of school progress and creation of the school plan [i.e. ELAC, SSC, and staff meetings]. All of these helped evaluate the effectiveness of our SPSA.

ParentSquare: a new communication platform that immediately translates into the recipient's preferred language. Communication through this platform has increased so that we have gotten a lot more feedback from parents on what is and is not working so that we can adjust our SPSA accordingly. ~

During the 2020/2021 school year Title 1 activities were evaluated by SSC, ELAC and Staff in March/April.

SSC: will meet and approve the current SPSA on May 27th and meetings will continue throughout the 2021/2022 school year

~SSC and ELAC will meet monthly and review and adjust the SPSA accordingly throughout the 2021/2022 school year. Staff meetings are held twice a month and will also review the SPSA as needed.

Resource Inequities – Required for CSI / ATSI

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

Resource inequities were identified based on demographic information data, Youth Truth, EL Needs Assessment, and stakeholder feedback during SSC, ELAC, PFO, and Staff Meetings.

1. There is a lack of resources in our family's homes to support instruction and academic growth.
2. There are little to no English speakers at home.
3. Learning loss from past school closures (due to wildfires and COVID-19).
4. There is a need for our students to have their basic needs met prior to being able to focus on academics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.48%	1.9%	1.89%	6	7	7
African American	1.98%	3.0%	2.70%	8	11	10
Asian	4.2%	3.6%	3.51%	17	13	13
Filipino	0.99%	1.1%	1.35%	4	4	5
Hispanic/Latino	72.1%	71.8%	74.32%	292	262	275
Pacific Islander	0.74%	1.1%	1.08%	3	4	4
White	15.06%	14.5%	11.89%	61	53	44
Multiple/No Response	3.46%	3.0%	2.16%	14	11	8
	Total Enrollment			405	365	370

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	67	57	71
Grade 1	52	46	47
Grade 2	50	50	48
Grade3	54	43	50
Grade 4	59	53	42
Grade 5	59	57	57
Grade 6	64	59	55
Total Enrollment	405	365	370

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	203	173	206	50.1%	47.4%	55.6
Fluent English Proficient (FEP)	71	55		17.5%	15.1%	
Reclassified Fluent English Proficient (RFEP)	36	14	33	15.7%	6.9%	8.9

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
365	284	173	0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	203	173
Foster Youth	1	0
Homeless	5	1.3
Socioeconomically Disadvantaged	326	284
Students with Disabilities	56	15

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1
American Indian or Alaska Native	6	1.6
Asian	17	4.6
Filipino	4	1.0
Hispanic	292	.80
Two or More Races	14	3.8
Native Hawaiian or Pacific Islander	3	.08
White	61	16

Conclusions based on this data:

1. Continue to support MTSS implementation to support a variety of impacting needs.

2. Connect families with supports (shelters, the Integrated Wellness Center, Redwood Empire Food Bank) to assist them in navigating the struggles COVID-19 has brought forth.
3. Work with ELAC to brainstorm best methods in involving our EL population and getting families of language learners better connected to the school community.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate	Suspension Rate  Red
Mathematics  Orange	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. We need to utilize our teacher on special assignment (TOSA) to help support teachers in using our standards based curriculum for reading and math.
2. Our absenteeism is still too high. We need to work closely with our re-engagement team this year to quickly contact families to ensure access to remote learning. We will need to assess families' needs and support them so they will continue to attend school. This will include connecting them to community supports in areas of food, shelter, and counseling services to ensure students can attend and focus on their learning.
3. Our suspension rate still needs to decrease. We will need to continue our work on restorative practices and use of the ToolBox tools to help students self-regulate in class and be successful. We will create a new behavior flow-chart for tier one and tier two behaviors that reflect our new distance learning reality. We will also work closely with the re-engagement team to help students regularly attend school so they are not missing instruction and then acting out out of frustration for lack of knowledge.

School and Student Performance Data

Academic Performance English Language Arts

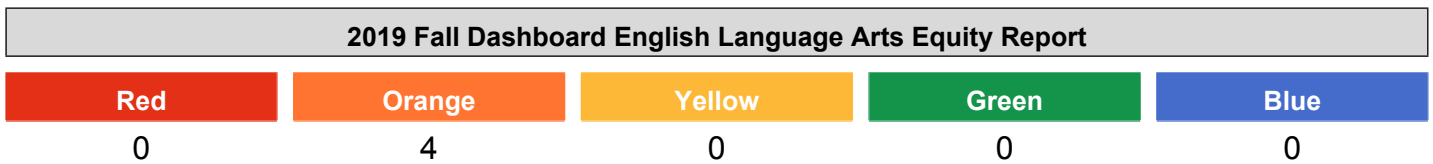
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 68.6 points below standard 218	<p>English Learners</p> Orange 71 points below standard 162	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 71.2 points below standard 181	<p>Students with Disabilities</p> Orange 133.5 points below standard 35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 72.3 points below standard 174	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 78 points below standard 26

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.4 points below standard 84	29.6 points below standard 78	67.3 points below standard 54

Conclusions based on this data:

- As previously noted, our SBAC scores in English Language Arts continues to be poor. We will need to increase our interventions and decrease the size of our intervention groups when possible to give more individualized support. We will do this through our use of instructional aides, small groups, our TOSA and reading specialists, use of supplemental programs on top of our curriculum such as LexiaCore5
- We need to provide more rigorous standards for students and give supports at home to aid students in increasing comprehension levels. To do this, we will continue to fund a reading specialist to work with students that are struggling most. We will increase our focus on DOK3 and DOK4 rigor for our 3rd-6th grade students, and we will provide materials for students to read at home to increase opportunities to read at home.
- Continue training with WondersWorks, Lucy Calkins Writing Workshop, Collaborative Curriculum Design (CCD) units of study for ELA, LexiaCore5, Khan Academy, and GLAD strategies. We will also connect and support each new teacher with our teacher on special assignment (TOSA) who will work closely with them to ensure they understand the curriculum and are successful in implementing it

School and Student Performance Data

Academic Performance Mathematics

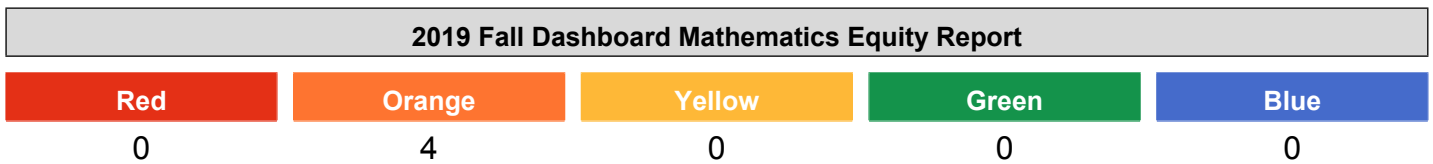
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 76.5 points below standard 217	<p>English Learners</p> Orange 80.9 points below standard 162	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p> Orange 80.1 points below standard 180	<p>Students with Disabilities</p> Orange 147.9 points below standard 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79.2 points below standard 173	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 84.4 points below standard 26

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.4 points below standard 84	37.3 points below standard 78	66.5 points below standard 53

Conclusions based on this data:

1. Continue to implement adopted math curriculum to build common language and support spiraling concepts.
2. Prioritize collaborative time to look at math assessments to help align K-6 articulation of instruction and focus on Essential Standards.
3. We will do continual data dives as a staff and grade level to aid in increased student achievement.

School and Student Performance Data

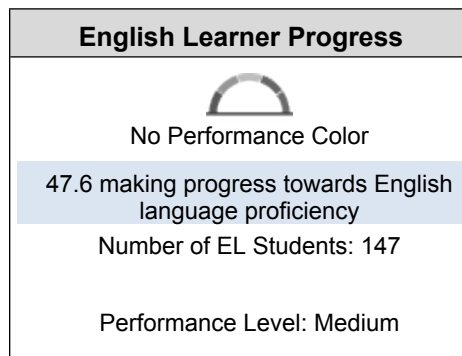
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31	46	5	65

Conclusions based on this data:

1. Continue to strengthen implementation of ELD curriculum and foundational skills curriculum
2. Differentiate instruction in all curricular areas.
3. We will make sure that all teachers are trained in integrated ELD GLAD Strategies--including how to utilize them best in remote learning.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 15 Increased +1.9 448	 Orange 12.6 Increased +1.3 254	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 13.8 Increased +0.8 362	 Orange 17 Increased +4.5 53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 6.7 Declined -4.4 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.8 Maintained +0.1 325	 No Performance Color 21.4 Increased +3.8 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Red 26.8 Increased +6.4 71

Conclusions based on this data:

1. We will need to work with our re-engagement team to reconnect students to school asap. This may include getting them resources (Chromebooks/hotspots), helping them with technology (through tutorials, and techtickets when needed), and helping them understand our learning platforms such as Zoom, Seesaw and Google Classroom.
2. We need to decrease our chronic absenteeism across the board but especially with certain subcategories: low SED students, our hispanic population, and our students with disabilities
3. We will need to work on educating our parents on attendance taking and reporting during distance learning as it is different than during on-site instruction.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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Lowest Performance



Red



Orange



Yellow



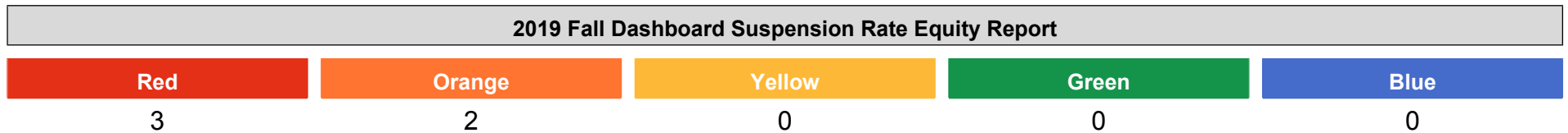
Green



Blue

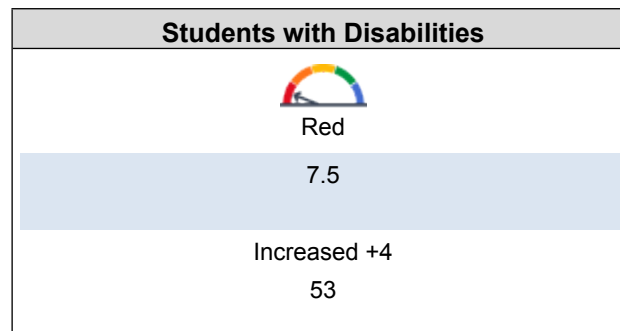
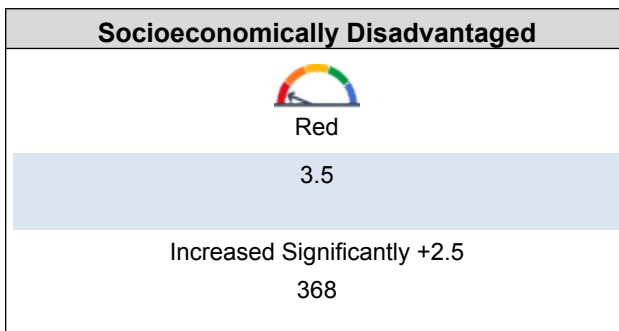
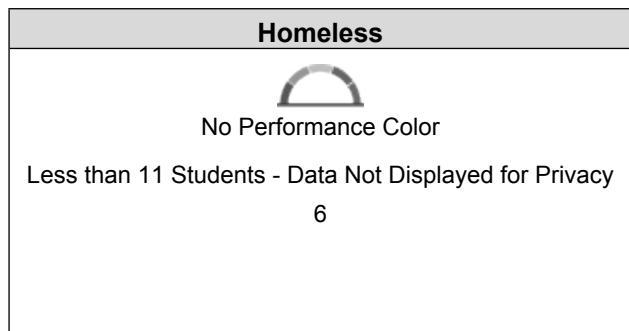
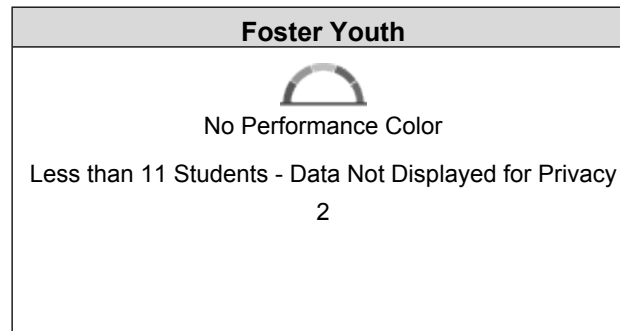
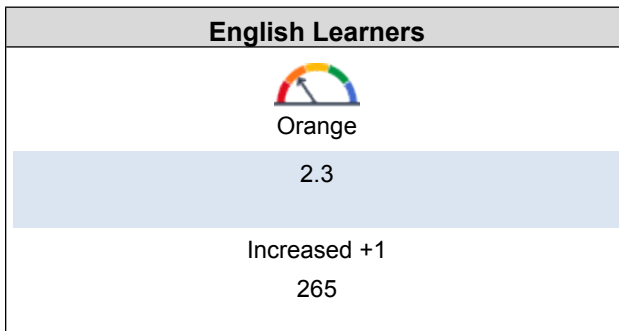
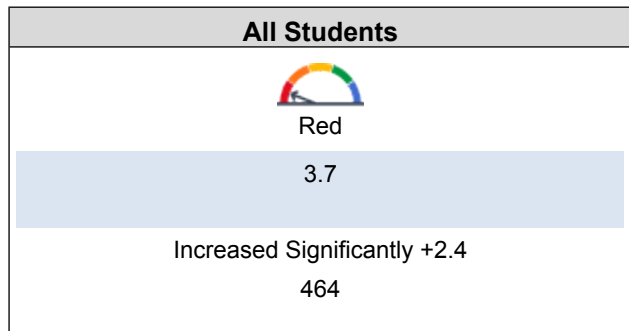
Highest Performance

This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 9	 No Performance Color Less than 11 Students - Data Not 7	 No Performance Color 0 Maintained 0 18	 No Performance Color Less than 11 Students - Data Not 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +1.8 334	 No Performance Color 14.3 Increased +14.3 14	 No Performance Color Less than 11 Students - Data Not 4	 Red 8 Increased +3.7 75

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	3.7

Conclusions based on this data:

1. We need to continue to utilize our robust Tier 2 team to support students dealing with trauma.
2. We need to continue to increase our restorative practices as a staff and continue to educate students on using self-regulation tools such as the ToolBox
3. We need to work with our re-engagement team to help connect families with supports they need both emotionally and academically so they are set up to achieve their best during the school day.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

We will increase student proficiency in reading, writing, and math through targeted instruction in the student's zone of proximal development. Students will engage in a variety of research proven strategies to help foster multiple areas of growth.

Identified Need

Increase academic levels to reach grade level benchmarks in Reading, Writing, and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3-6 the LGL , ADAM, DORA and ELPAC	BOY Assessment and previous ELPAC score	To see increase academic outcome assessments at the end of the year by 5% and students ELPAC summative score by one level.

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

Hire additional personnel to support student learning for English Language Arts, English Language Development, and other interventions.

Monitoring Effectiveness

How will this activity be monitored during the year?

The metric for this goal will now be Let's Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

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)
54187.46	3010 - Title I 1xxx – FTE Certificated Salaries .55 FTE Reading Teacher- K.Ogg
17,309.91	3010 - Title I 3000- Classified FTE Benefits .55 FTE Reading Teacher- K.Ogg
44,335.19	0500 - Supplemental 1xxx – FTE Certificated Salaries .45 FTE Reading Teacher- K.Ogg
14,570.72	0500 - Supplemental 3000 – Certificated FTE Benefits .45 FTE Reading Teacher- K.Ogg

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

Provide instructional materials, supplemental materials for and supplies to differentiate instructional opportunities, enrichment opportunities, and tutoring to enhance the instructional programs to support all learners.

Monitoring Effectiveness

How will this activity be monitored during the year?

The metric for this goal will now be Let’s Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

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)
27013	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
20000	0500 - Supplemental 4200 - Books - Other than Textbooks
6000	0500 - Supplemental 1122 - Teacher Release Time Tier 2 support meetings
6072.87	3010 - Title I 1112 - Teacher Extended Day Before and afterschool Tutorials and or Enrichment
2500	0500 - Supplemental 4412 - Hardware (under \$5,000)
1000	0500 - Supplemental 4312 - Software

Annual Review

SPSA Year Reviewed: 2021-22

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 Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented. This was completed during SSC meetings on 1/28 as well as during ELAC Meetings on 1/19.

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

The main differences were found in budget expenditures due to being socially distanced the majority of the year. As such, a few of our in-person supports (i.e., the art docent and after-school tutoring) were either eliminated or reduced. SSC met and approved all movement of funds.

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.

The metric for this goal will now be Let's Go Learn and ELPAC assessments which can be found on our Goal 1 Annual Measurable Outcomes page.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Decrease chronic absenteeism and tardiness by the end of the school year based on the previous school year's daily attendance as well as to increase engagement with students and parents by providing multiple opportunities for training and events to promote inclusion.

Identified Need

Increase attendance and engagement ofr our students and families.

Annual Measurable Outcomes

Metric/Indicator

Youth Truth, chronic absenteeism data.

Baseline/Actual Outcome

Youth Truth Survey data, Parents rated themselves as 3.76 in the category, I feel engaged with my school.
As well as the Draft Data from our chronic absenteeism as of March 30th.

Expected Outcome

Increase the Parent category I feel engaged with my school from 3.76 to 4.0.
As well as to see our chronic absenteeism rate by .5%.

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

Family Engagement supplies and materials, light refreshments as well as childcare to support parent meetings and events for the school.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth and Attendance Data.

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)

2724.20

0500 - Supplemental
2913 – Classified Extra Duty (Childcare-parent engagement)

1494.36

3010 - Title I
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

1000

0500 - Supplemental
4316 – Food – Ind-District Meetings

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

Hire additional personnel to support student engagement and participation.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth and Attendance Data.

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)
7472.33	0500 - Supplemental 2xxx – FTE Classified Salaries .22606 FTE Ryalls, R.Classified Non Duty Position
3053.71	0500 - Supplemental 3000- Classified FTE Benefits .22606 FTE Ryalls, R.Classified Non Duty Position

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

Provide educational opportunities that engage and inspire students and promote inclusion.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth and Attendance Data.

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)
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6000	0500 - Supplemental 5832 - Field Trip Transportation \$15 per student
500	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Basketball referees

Annual Review

SPSA Year Reviewed: 2021-22

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.

Youth Truth survey data from 2020 and 2021 is used to evaluate the effectiveness of the strategies/activities within this goal. Chronic Absenteeism data was reviewed throughout the 2020-21 school year to monitor effectiveness. The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented. This was completed during SSC meetings on ___ & ___ as well as during ELAC Meetings on ___ & ___

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

The main differences were found in budget expenditures due to being socially distanced the majority of the 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.

One change from this goal to the current goal is that we will focus on student/parent engagement and attendance and move teacher professional development to a new third goal. This change can be found under the description for Goal 2 and Goal 3.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

We will promote and sustain self-care, equity, and trauma training, as well as provide professional development for our staff which includes instructional leadership, innovation, and flexible learning environments for our students.

Identified Need

To increase professional development to support growth minded professionals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth survey data from Staff - 2021	Youth Truth survey data from Staff, specifically the section on Professional Development and category of "My school encourages me to seek professional development opportunities to improve my practice".	The expected outcome will be to have an increase in the Staff's rating in the baseline category from a 3.86 to 4.0.

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

Providing educators with current professional development, tools and training to support pedagogical leadership and innovation.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth Data from 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.

Amount(s)

Source(s)

8213.1

0500 - Supplemental
1122 - Teacher Release Time

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goal 3 is in the first year of implementation for the 2021-22 school year. Therefore, an analysis will be implemented for the 2022-23 SPSA.

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

N/A

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.

N/A

Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Increase academic levels to reach grade level benchmarks in Reading.				Goal 1, Activity 1, LGL and ELPAC assessments
	.25 Reading Teacher	3010 - Title I	23599.76	
	.25 Reading teacher	0500 - Supplemental	23599.76	
Increase parent participation involvement and communication from school to home.				Goal 2, Activity 1, Youth Truth and Attendance Data
	1.0 FTE Family Engagement Facilitator	3010 - Title I	65891.21	
Engage students in recess activities and promote belonging at school.				Goal 2, Activity 2, Youth Truth and Attendance Data
	.22606 Classified Noon Duty	0500 - Supplemental	8927.94	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

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	\$94,404.57
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$223,446.85

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 (\$)
3010 - Title I	\$79,064.60

Subtotal of additional federal funds included for this school: \$79,064.60

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 (\$)
0500 - Supplemental	\$144,382.25

Subtotal of state or local funds included for this school: \$144,382.25

Total of federal, state, and/or local funds for this school: \$223,446.85

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0500 - Supplemental	135,753.60	-8,628.65
3010 - Title I	94,404.57	15,339.97

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	144,382.25
3010 - Title I	79,064.60

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	6,072.87
1122 - Teacher Release Time	14,213.10
1xxx – FTE Certificated Salaries	98,522.65
2913 – Classified Extra Duty (Childcare-parent engagement)	2,724.20
2xxx – FTE Classified Salaries	7,472.33
3000 – Certificated FTE Benefits	14,570.72
3000- Classified FTE Benefits	20,363.62

4200 - Books - Other than Textbooks	20,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	1,494.36
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	27,013.00
4312 - Software	1,000.00
4316 – Food – Ind-District Meetings	1,000.00
4412 - Hardware (under \$5,000)	2,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	500.00
5832 - Field Trip Transportation	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1122 - Teacher Release Time	0500 - Supplemental	14,213.10
1xxx – FTE Certificated Salaries	0500 - Supplemental	44,335.19
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	2,724.20
2xxx – FTE Classified Salaries	0500 - Supplemental	7,472.33
3000 – Certificated FTE Benefits	0500 - Supplemental	14,570.72
3000- Classified FTE Benefits	0500 - Supplemental	3,053.71
4200 - Books - Other than Textbooks	0500 - Supplemental	20,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	27,013.00
4312 - Software	0500 - Supplemental	1,000.00
4316 – Food – Ind-District Meetings	0500 - Supplemental	1,000.00

4412 - Hardware (under \$5,000)	0500 - Supplemental	2,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	500.00
5832 - Field Trip Transportation	0500 - Supplemental	6,000.00
1112 - Teacher Extended Day	3010 - Title I	6,072.87
1xxx – FTE Certificated Salaries	3010 - Title I	54,187.46
3000- Classified FTE Benefits	3010 - Title I	17,309.91
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	1,494.36

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,989.15
Goal 2	22,244.60
Goal 3	8,213.10

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Amber Williams	Principal
Debbie Inman	Classroom Teacher
Anne Marie Hughes	Classroom Teacher
Lisa Dean	Classroom Teacher
Reggie Mesa	Other School Staff
Lizbeth Hernandez	Parent or Community Member
Ashley Tirado	Parent or Community Member
Daisy Roman Salgado	Parent or Community Member
Nidia Reyna	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/31/22.

Attested:



Principal, Amber Williams on 5/31/2022



SSC Chairperson, Lisa Dean on 5/31/2022

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: Linked 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/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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