

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
Cesar Chavez Language Academy	49709120128074	05/23/2022	

**Contact Person:** Karolina Gage  
**Position:** Principal  
**Phone Number:** 707-890-3890  
**Address:** 2480 Sebastopol Road  
 Santa Rosa, CA 95407  
**E-mail Address:** kgage@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

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.

In looking at the percentages of students who are below grade level, we made a decision to add a Full Time Reading Support Teacher for the 17/18 school year. Later in the year, we hired an additional Instructional Aide to be able to run Reading Intervention pull out groups for Kinder-3rd grade. We have also used LCAP funds to train our Kindergarten and First grade teachers on our Phonics Program (Estrellita). When we examined our T2 DRA and LGL data, we shifted the focus of the Reading Support TOSA to provide

additional training and coaching for teachers and Instructional Aides in Guided Reading. Next year, with two bilingual TOSAs will be focussed on two grade level spans in order to maximize support. The TOSAs will also train the Instructional Aides to implement in class and pull out Spanish Reading Intervention in order to provide services for TK-3rd grade. One will work with TK-2nd grade teachers and the other with 3rd-5th grade. Both Spanish Language Arts TOSAs will teacher will work with the Kinder team and Instructional Aides to ensure that Kinder students are assessed weekly (for letter/sound recognition), and that parents are informed weekly of student progress. We are also doing a Mandatory Parent Meeting with all incoming K parents this August, where we will outline academic expectations and share resources about how parents can work with their child at home. The TOSAs will also be responsible for providing ongoing support and training for our three Instructional Assistants, who will be working with students in Guided Reading groups in TK-3rd grade. Also, we are providing all teachers with paid three day Professional Development series in August before school starts on: Guided Reading, Daily 5 and McGraw Hill. In early September, we will do Instructional Rounds/PD with Writing by Design consultant. During the school year, our TOSAs will support teachers on Instructional Practices for gradual release and maximizing student engagement. We are also investing in an extended day for our 4th and 5th graders, in order to add more instructional minutes to their school day, which will be extended by 45 minutes. We know there is a huge need to increase services for English Learners and make sure that Designated ELD is occurring, as well as closely monitoring EL students who are not making sufficient progress. Once we receive the ELPAC data, the EL TOSA will also monitor the progress of students who are candidates for redesignation, communicating with teachers and parents regarding progress. He/she will also provide intensive services for these students. With the merger between CCLA and Cook Middle School, we added the Newcomer Program with many more EL Learners, increased our Special Education department and increased our percentage of free and reduced student populations.

## 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

Throughout the course of the school year, the school principal held multiple meetings with stakeholder groups. The Bilingual Advisory Board, English Learner Advisory Committee, PAC (Principal Advisory Committee) and Site Staff meetings were all a place of meaningful conversations to gather input. BAB meetings were held on 10/18/21, 10/25/21, 11/8/21, 12/13/21, 1/17/22, 2/7/22, 3/14/22, 4/18/22 and 5/23/22. Staff meetings were held on 9/1/21, 9/15/21, 10/6/21, 10/2/ 21, 11/3/21, 11/17/21, 12/1/21, 12/15/21, 1/5/22, 1/19/22, 2/2/22, 2/16/22, 3/2/22, 3/16/22, 4/6/22, 4/20/22, 5/4/22 and 5/18/22. ELAC meetings were held on 9/14/21, 1/26/22, 2/8/22, 3/8/22, 4/12/22, and 5/10/22. PAC meetings were held on 9/7/21, 9/9/21, 9/22/21, 10/12/21, 10/27/21, 11/9/21, 12/7/21, 1/11/22, 3/30/22, 4/27/22 and 5/25/22.

## Resource Inequities – Required for CSI / ATSI

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

N/A



# 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
<b>American Indian</b>	0.24%	0.2%	0.32%	1	1	3
<b>African American</b>	0.24%	0.2%	0.11%	1	1	1
<b>Asian</b>	0.71%	0.7%	1.51%	3	3	14
<b>Filipino</b>	0%	%	0.11%	0		1
<b>Hispanic/Latino</b>	84.4%	85.7%	86.52%	357	377	802
<b>Pacific Islander</b>	0%	%	0.54%	0		5
<b>White</b>	11.82%	11.4%	8.31%	50	50	77
<b>Multiple/No Response</b>	2.6%	1.8%	2.27%	11	8	21
	<b>Total Enrollment</b>			423	440	927

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
<b>Kindergarten</b>	92	93	96
<b>Grade 1</b>	65	69	72
<b>Grade 2</b>	66	63	68
<b>Grade3</b>	63	59	65
<b>Grade 4</b>	60	60	61
<b>Grade 5</b>	45	57	61
<b>Grade 6</b>	32	39	57
<b>Grade 7</b>			215
<b>Grade 8</b>			232
<b>Grade 9</b>			
<b>Grade 10</b>			
<b>Grade 11</b>			
<b>Grade 12</b>			
<b>Total Enrollment</b>	423	440	927

**Conclusions based on this data:**

1. We slightly increased our amounts of Pacific Islanders, American Indians, Filipinos and Latinos. We lost some African American and Asian students and our White population decreased 3.51% over 3 years.
2. With the school merger of CCLA (TK-6) and Cook MS (7-8) we increased our entire school population by 487 students.

# 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	190	172	363	44.9%	39.1%	39%
Fluent English Proficient (FEP)	60	50	32	14.2%	11.4%	3%
Reclassified Fluent English Proficient (RFEP)	17	10	174	10.0%	5.3%	19%

# 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

This is the total number of students enrolled.

#### Socioeconomically Disadvantaged

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.

#### English Learners

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.

#### Foster Youth

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		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		

**Enrollment by Race/Ethnicity**

<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>Two or More Races</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		

**Conclusions based on this data:**

- 1.



# 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.

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, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

**Academic Performance**

**Academic Engagement**

**Conditions & Climate**

#### Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Performance English Language Arts

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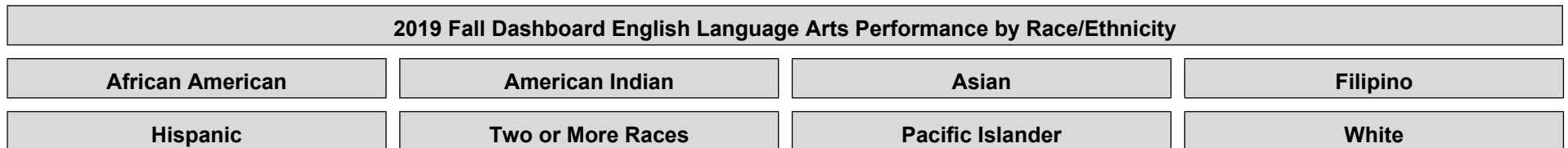
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance                      Red                      Orange                      Yellow                      Green                      Blue                      Highest Performance

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.



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**

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance Mathematics

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, thus the most recent data (2019 Fall) is provided here.

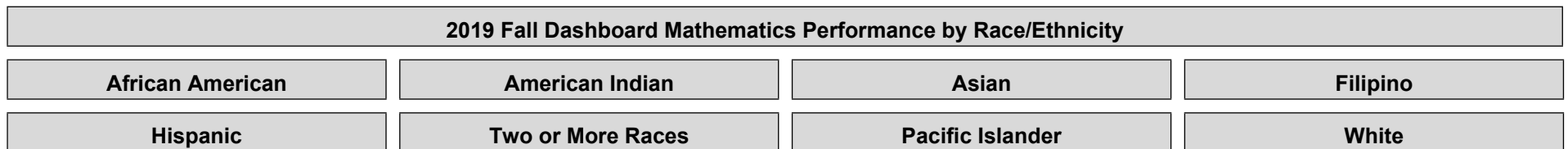
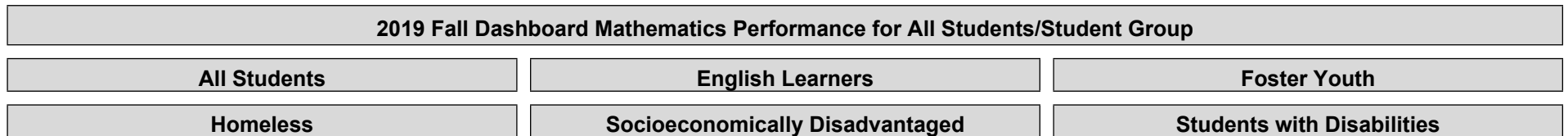
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance                      Red                      Orange                      Yellow                      Green                      Blue                      Highest Performance

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.



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**

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance English Learner Progress

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, thus the most recent data (2019 Fall) is provided here.

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				
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students:</td></tr><tr><td>Performance Level:</td></tr></tbody></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students:	Performance Level:
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students:				
Performance Level:				

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

### Conclusions based on this data:

1.

# School and Student Performance Data

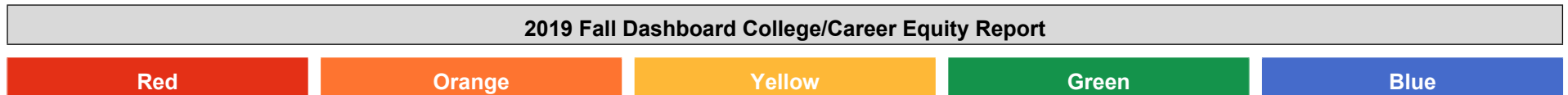
## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red                      Orange                      Yellow                      Green                      Blue                      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

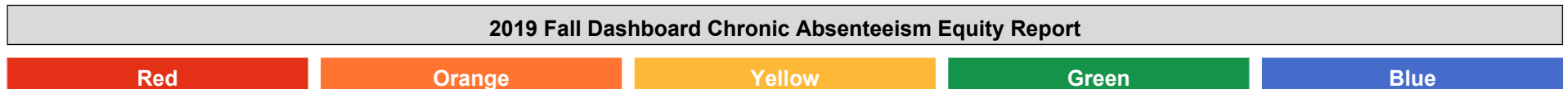
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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, thus the most recent data (2019 Fall) is provided here.

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

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 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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- Our 7th and 8th graders had 29.95% chronic absenteeism in 2021-2022 and our TK-6th had 34.38% chronic absenteeism. The elementary really increased during our pandemic years.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional 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.

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.

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
<b>All Students</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students with Disabilities</b>				
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>				

**Conclusions based on this data:**

- 1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

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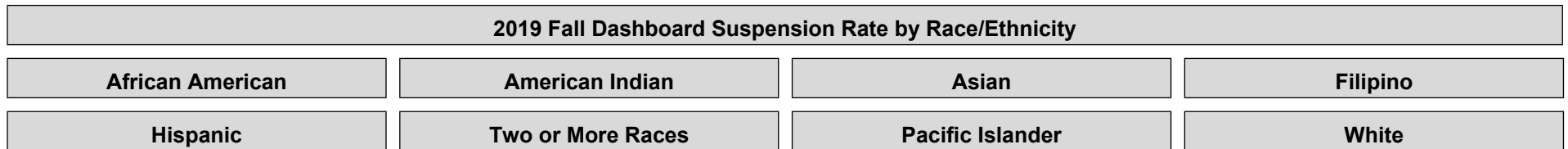
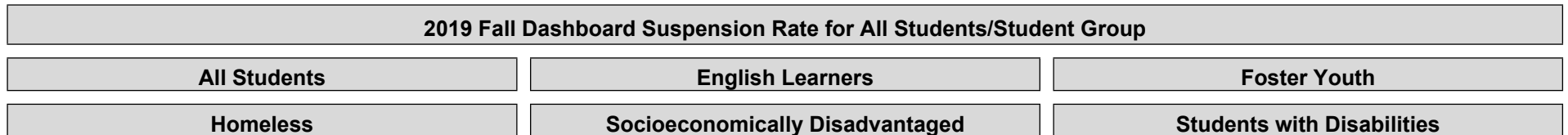
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.



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



**Conclusions based on this data:**

**1.**

# 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 will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

## Goal 1

Provide a coherent, rigorous and relevant teaching and learning program that includes assessments and adheres to the school charter as well as the 90/10 model for Dual Immersion.

## Identified Need

Students need to increase levels of Spanish and English literacy at all grade levels in all content areas, including the arts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Scores (Let's Go Learn), Reading Logs, REWARDS Program Scores, MAP	(2019) Elementary ELA: 35.7 points below standard, Math: 46.5 points below standard, English Learner Progress: 42.2% making progress. Grades 7-8: ELA 97.5 below standard, math 160.3 below standard, 34.5% making progress towards proficiency. Per CAASPP results: Elementary, 30.77% met or exceeded standards in ELA and 22.22% in math. Secondary: 20.94% met or exceeded standards in ELA and 8.34 in math.	Increase standardized test scores (CAASPP) by 5% each year. Percent proficient in ELA (3-6) 50%, Math (3-6) 37%; ELA (7-8) 36% and math (7-8) 24%. Increase Elementary English Learner Progress to 57.2% for 2023-2024.

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

Increase Extended Learning Opportunities

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

Ww will keep track of the number of students taking advantage of the extended learning opportunities and look for growth in reading scores, grades and improvement on the CAASPP.

### 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)

700.00

3010 - Title I  
5000-5999: Services And Other Operating Expenditures  
Drama will require students to attend one live professional full length play to increased cultural consciousness & connect to larger community. \$15/person for entrance ticket. The cost of transportation is speculated at \$700.

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
A substitute teacher is budgeted at \$300/day for drama teacher on days of performances

6480.00

3010 - Title I  
2000-2999: Classified Personnel Salaries  
REWARDS Reading Intervention Program  
Half Day Virtual Training - \$750 (as needed)



Timecards for teachers - three 9-week sessions, 33.75 hours/session, ~ \$2,160 per teacher per 9 week session, approximate total \$6,480  
Timecard for REWARDS & ALD teachers to attend 3-hour training  
The REWARDS Reading Intervention program is focused on getting students improve their reading fluency scores and is geared towards students with a 3rd-5th grade reading level. ALD teacher(s) to use as a part of their classroom instruction for the appropriate group of students.  
Three 9-week sessions to serve up to 15 students after school not placed in ALD courses throughout the year

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
SUMMER SCHOOL: Teachers and staff will provide support to Tier 2 students with extended summer school in areas of math, English, Spanish language development and SEL.

20,000

**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**

We will acquire supplemental instructional materials and supplies to help support our student academic and SEL growth expectations.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Teachers will keep track of novel sets read by their class.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
13000.00	3010 - Title I 4000-4999: Books And Supplies Classroom Libraries: Each teacher will get \$500 to spend on classroom libraries with high interest books in order to increase literacy.
5800.00	3010 - Title I 4000-4999: Books And Supplies Middle School novel sets in Spanish
1400.00	3010 - Title I 4000-4999: Books And Supplies Read Aloud/Novel Sets
4000.00	3010 - Title I 4000-4999: Books And Supplies TPT Account (Teachers pay Teachers)
1000.00	3010 - Title I 4000-4999: Books And Supplies Outdoor Education Supplies
1500.00	3010 - Title I 4000-4999: Books And Supplies Kindergarten: Spanish book sets of 5 along with the CD for the Listening Center. Spanish read alouds are a great tool to help students acquire the language, especially English speakers because they need more exposure. The book sets with CD will allow us to always have a Listening Center in our classrooms with a variety of texts.
16380.00	3010 - Title I 4000-4999: Books And Supplies SIPPS: Reading intervention curriculum for K-8. SIPPS will provide our English foundations instruction for

	K-3, and reading intervention for 4-8. SIPPS will foster English literacy in K-8.
4000.00	<p>3010 - Title I  4000-4999: Books And Supplies  School Datebooks School planners for the 2022-23 school year for grades 4th-8th.  This will include 200 bilingual elementary planners for grades 4th-6th and 500 bilingual middle/high planners for grades 7th-8th. Agendas/planners are the most commonly used AVID strategy reported by teachers this year, and are also the most requested strategy to be used schoolwide for the 2022-23 school year. By implementing the use of planners school wide starting in 4th grade, students will be able to practice organization, one of the 5 WICOR strategies to keep their work organized, leading to greater academic success and promoting a college-going environment.</p>

## 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.

No SPSA money was spent under this goal in the 2021-2022 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.

Both activities are new to the SPSA for the 2022-2023 school 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.

Everything listed in this goal is new for the 2022-2023 school year.

# 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, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families and staff.

## Goal 2

Adhere to school charter and increase student and family wellness and engagement.

## Identified Need

To increase the number of students who are re-designating in English and make sure struggling EL students are receiving support. After the Corona Virus Pandemic, students at all grade levels are struggling with SEL and need additional support. Many students are suffering from chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 California School Dashboard in the areas of Chronic Absenteeism & Suspensions OR Aeries Reports	Elementary: 0.44 % Suspended at least once, 34.38% Chronically Absent.  Middle School: 22.76 % Suspended at least once, 29.95% Chronically Absent	Elementary: 1.0% Suspended, 3.5% Chronically Absent  Middle School: 10% Suspended, 15% Chronically Absent

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

Provide TK-6th students with an elementary school counselor.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

The elementary counselor will record meeting notes into Aeries to keep track of counselor-student interactions. The counselor will keep track of the number of referrals made to our contracted Humanidad therapists. The EC will provide lunch bunch, other group circles/interventions, private one-on-one sessions and keep track of this 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)

40945.22

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
Elementary Counselor:Provide counselor-student interactions. Refer needy students to Humanidad therapists. Participate in Tier 2 CARE meetings, SSTs, 504s, provide one-on-one sessions and provide SEL/Toolbox lessons to primary students.

**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

One of two full time Family Engagement Facilitators. Use school LCAP funds to fund the additional FEF will work with EL TOSA to monitor the progress of EL students and hold SSTs for Long Term English Learners.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

We will measure the amount of EL and RFEP students we have at our school and the number of students who take the ELPAC. We will monitor the number of students who are redesignated. We will keep track of how many of our SSTs are for our EL students and RFEP students.

### 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)
63717.25	3010 - Title I 1000-1999: Certificated Personnel Salaries Pay for salary for a FEFs (Family Engagement Facilitators). The FEF will attend Tier 2 Meetings (CARE Team) and represent EL Learners.
	None Specified

## 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.

Having two FEFs this school year served our EL population this school year by providing Tier 2 support during CARE Meetings, ELPAC Testing, re-designation paperwork, re-designation ceremony, communication with parents with in person support and communication through ParentSquare. Our elementary counselor provided one-to-one counseling, referrals to Humanidad therapists and outside resources, lunch bunch group, support circles, parent communication, crisis intervention and providing Toolbox (SEL) instruction in the primary classrooms.

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

Goal 2 was designated for after school tutoring for grades 4th-6th, but we ended up with 8 teachers tutoring in 1st, 2nd, 4th, 7th and 8th grades in all academic areas.

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 elementary school counselor salary will be a new feature to our SPSA. The salary was previously covered by our LCAP in the 2021-2022 school year and is being transferred to the SPSA. Tutoring will no longer be paid out of the SPSA for the 2022-2023 school year.



# 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 providing high quality, relevant staff development that promotes professional growth and collaboration to increase student achievement.

## Goal 3

Teachers will collaborate together in order to strengthen the professional output of teachers for students and will attend relevant PDs and Conferences to enhance their ability to provide best practice instruction and pedagogy to students.

## Identified Need

Teachers need time to collaborate together about best practices, common assessments, individual student struggles, data analysis, and pedagogy. Teachers are needing to enhance the educational understanding of content, strategies and pedagogy.

## Annual Measurable Outcomes

### Metric/Indicator

Youth Truth survey results as to teacher satisfaction with school PD.

### Baseline/Actual Outcome

YouthTruth 2021-2022: (1) 42% of middle school and 53% of elementary school teachers agreed or strongly agreed that their professional development was meaningful. (2) 38% of middle school and 53% of elementary school teachers felt that this year's professional development was closely connected to our school priorities.  
We have about 9 teachers signed up to attend the AVID conference in the summer of 2022.

### Expected Outcome

YouthTruth 2022-2023: (1) an increase of 5% of middle school and elementary teachers will agree or strongly agreed that their professional development was meaningful. (2) an increase in the amount of middle school and elementary teachers who feel that this year's professional development was closely connected to school priorities.

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)

Release Time for Collaboration

### Strategy/Activity

Teachers will collaborate together in order to strengthen and enhance their professional understanding and output for students.

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

We will keep track of all the collaboration times teachers are given throughout the school year.

### 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)

0

3010 - Title I  
1000-1999: Certificated Personnel Salaries  
Release days for all staff: continue to provide collaboration opportunities and Professional Development to improve scope and sequence using common core state standard, school-wide data, and dual immersion research focusing on grades TK-8.

## Strategy/Activity 2

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

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

Professional Development

### Strategy/Activity

Teachers will be attending various PDs and conferences to enhance their understanding of strategies to help students access the standards and a robust TWDI Program, as stated in the CCLA charter.

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

We will keep track of the number of teachers who are attending the various PDs throughout the school year.

**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)
4500.00	<p>3010 - Title I                      5800: Professional/Consulting Services And Operating Expenditures                      SSU Consultants: \$1500 for a half-day (3.5ish hours, including a short break) in-service-- this includes planning time (including meeting/conversations with the district/school lead to discuss goals and outcomes of the PD), travel, materials, etc.</p> <p>After-school PD (like, on early release Wednesdays). Those tend to run about 2 hours (like, 2-4pm), and I charge \$1000 for that work. It also included planning time, travel, copies, etc.</p>
1750.00	<p>3010 - Title I                      5000-5999: Services And Other Operating Expenditures                      Alliance Redwoods: The CCLA staff has been invited to a staff development day at Alliance Redwoods. The goal is to create a space to build trusting relationships among the staff members. As a recent merge, many new staff members, and new administration, setting aside a day to build stronger, more trusted relationships will help build the staff morale at CCLA.</p>
1520.00	<p>3010 - Title I                      1000-1999: Certificated Personnel Salaries                      Rewards training. Teachers will be trained in the after school or in class REWARD reading program.</p>
0	<p>3010 - Title I                      5800: Professional/Consulting Services And Operating Expenditures</p>

Dr. Jose Medina: Consulting with lead researcher and educator in Dual Immersion practices. Dr. Medina will provide a 1 hour live webinar for the CCLA staff to speak on best practices as laid out in his book, "Guiding Principles of Dual Language Education." Dr. Medina will also provide a 3 hour coaching seminar for CCLA admin \$3,000 one hour live webinar for all staff, stakeholder, and governing bodies taken from CAL's book "Guiding Principles in Dual Language Education"

Speaks to the 'what' and 'why' of DI, latest research, best practices and TOSA's to ensure TWBI program fidelity. This will provide alignment for best practices in Dual Immersion at our site.

## 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.

Teachers will improve scope and sequence using common core state standards, school-wide data, and dual immersion research focusing on grades TK-8. Teachers will get collaboration opportunities and PD in order to adhere to school charter and PLCs by offering grade level release days, once per trimester. This also includes two additional release days for elementary teachers for assessments. This will equal to a total of 176 release days.

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

This is a new goal which is being included in the SPSA for the 2022-2023 school 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.

Both these action items are new additions to the SPSA for the 2022-2023 school year.

# 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
<p>Silvia Morales-One full time 1.0 Family Engagement Facilitator will be attending SSTs and representing EL and RFEP students. The FEF serves the EL population by providing Tier 2 support during CARE Meetings, doing ELPAC Testing, re-designation paperwork, re-designation ceremony, communication with parents with in person support and communication through ParentSquare.</p>	Family Engagement Facilitator	3010 - Title I	63,717.25	<p>Goal 2: SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families and staff.</p> <p>Monitor: We will measure the amount of EL and RFEP students we have at our school and the number of students who take the ELPAC. We will monitor the number of students who are re-designated. We will keep track of how many of our SSTs are for our EL students and RFEP students.</p>
<p>Elementary Counselor-Elementary Counselor: Provide counselor-student interactions. Refer needy students to Humanidad therapists. Participate in Tier 2 CARE meetings, SSTs, 504s, provide one-on-one sessions and provide SEL/Toolbox lessons to primary students.</p>	Elementary School Counselor	3010 - Title I	40,945.22	<p>Goal 2: SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical</p>

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
				<p>needs of students, families and staff.</p> <p>Monitoring: The elementary counselor will record meeting notes into Aeries to keep track of counselor-student interactions. The counselor will keep track of the number of referrals made to our contracted Humanidad therapists. The EC will provide lunch bunch, other group circles/interventions, private one-on-one sessions and keep track of this data.</p>

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	\$192,077.32
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$186,692.47

## 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	\$186,692.47

Subtotal of additional federal funds included for this school: \$186,692.47

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$186,692.47

# 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**

## Expenditures by Funding Source

**Funding Source**

**Amount**

3010 - Title I

186,692.47

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

126,182.47

2000-2999: Classified Personnel Salaries

6,480.00

4000-4999: Books And Supplies

47,080.00

5000-5999: Services And Other Operating Expenditures

2,450.00

5800: Professional/Consulting Services And Operating Expenditures

4,500.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries

3010 - Title I

126,182.47

2000-2999: Classified Personnel Salaries	3010 - Title I	6,480.00
4000-4999: Books And Supplies	3010 - Title I	47,080.00
5000-5999: Services And Other Operating Expenditures	3010 - Title I	2,450.00
5800: Professional/Consulting Services And Operating Expenditures	3010 - Title I	4,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,260.00
Goal 2	104,662.47
Goal 3	7,770.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Karolina Gage	Principal
Kris Ackerman	Classroom Teacher
Erick Guzman	Classroom Teacher
Diane Gunderson	Classroom Teacher
Stephanie Brown	Classroom Teacher
Lynette Casey	Other School Staff
Brian Rose	Parent or Community Member
Donna Prak	Parent or Community Member
Rian Sanderson	Parent or Community Member
Noemi Acosta	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 .

Attested:



Principal, Karolina Gage on 6/2/2022



SSC Chairperson, G Brian Rose BAB Member on 6/3/22

# 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: 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](mailto: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](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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