

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
Elsie Allen High	California	5/19/2022	June 8, 2022

**Contact Person:** Gabriel Albavera  
**Position:** Principal  
**Phone Number:** 707-890-3810  
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Santa Rosa, CA 95407-7713  
**E-mail Address:** galbavera@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

The purpose of the three Elsie Allen High School Goals is to improve student outcomes and provide the necessary tools to our staff in support of academic excellence. We have aligned our SPSA with our updated WASC goals and CSI activities.

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.

Elsie Allen will use a variety of assessment tools, and stakeholders feedback on a regular basis to inform us on the effectiveness of each strategy. The SPSA is in alignment with the LCAP. The SPSA is also in alignment with our updated WASC document and CSI.

## 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

Site Council oversees budget allocation and synthesizes input. ELAC is provided the opportunity for input as well as our staff and teaching community. All these comments are provided to the Site Council as part of the SPSA process.

## Resource Inequities – Required for CSI / ATSI

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

Our site has 1100 students and at least 50% of our students are currently classified as English Language Learners or Special Education students. We are also a site-wide Title 1 school. We have a 4 year average graduation rate of 72% and our D and F rates, especially in our subgroups are often over 50%. Our last round of CAASPP testing indicated that many of our students are not meeting California State Standards in reading and math. Further, based on our preliminary information from the MAP assessment, many of our students are not prepared successfully pass the SBAC. We look forward to current SBAC testing information this year. Based on this information, we have been working with Cheryl Krehbiel, a school performance consultant and using CSI monies to develop strong Professional Learning Communities and assessment cycles that inform teaching strategies and practices. Emphasis continues to be on professional development, using assessment tools and learning how to use data to inform and change teaching practices. Further, we are investing in classroom material and supplies to support our standard based learning instruction. We were successful in changing our bell schedule in 2022/2023 to a 7 period day which will allow students to have opportunities for electives and credit recovery as well as meeting specialized needs as a Special Education student or an English Language Learner.

# 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	1.07%	0.8%	0.92%	11	9	10
African American	1.26%	0.9%	0.64%	13	10	7
Asian	5.15%	4.7%	4.23%	53	50	46
Filipino	0.58%	0.9%	0.83%	6	10	9
Hispanic/Latino	82.04%	82.5%	83.82%	845	884	912
Pacific Islander	0.39%	0.9%	0.55%	4	10	6
White	8.25%	8.2%	6.99%	85	88	76
Multiple/No Response	1.26%	0.9%	1.29%	13	10	14
<b>Total Enrollment</b>				1,030	1,071	1088

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	249	263	239
Grade 10	278	275	284
Grade 11	245	293	273
Grade 12	258	240	292
<b>Total Enrollment</b>	1,030	1,071	1,088

# 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	280	331		27.2%	30.9%	
Fluent English Proficient (FEP)	547	509		53.1%	47.5%	
Reclassified Fluent English Proficient (RFEP)	50	5		16.5%	1.8%	

# 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
1071	752	331	10
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	331	331
Foster Youth	10	10
Homeless	14	1.30
Socioeconomically Disadvantaged	752	752
Students with Disabilities	231	21.60

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	.90
American Indian or Alaska Native	9	.80
Asian	50	4.70
Filipino	10	.90
Hispanic	884	82.50
Two or More Races	10	.90
Native Hawaiian or Pacific Islander	0	0
White	88	8.20

### Conclusions based on this data:

1. Enrollment numbers provided above are for the 20/21 school year

2. The majority of your school population is socioeconomically disadvantaged.
3. Over 50% of our student population is English Language Learners and Special Education Students






# 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
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>	
<b>English Learner Progress</b>		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. Suspension Rate and Chronic Absenteeism are not reflective of the great work during the 19/20 school year in which both of these categories declined. We look forward to updated data.
2. College/Career has improved in the 18/19 due to significant increase in college admissions among our senior class. We look forward to updated data.
3. We are unclear regarding what the criteria and data sets are for College and Career Readiness. We look forward to updated data.

# School and Student Performance Data

## Academic Performance English Language Arts

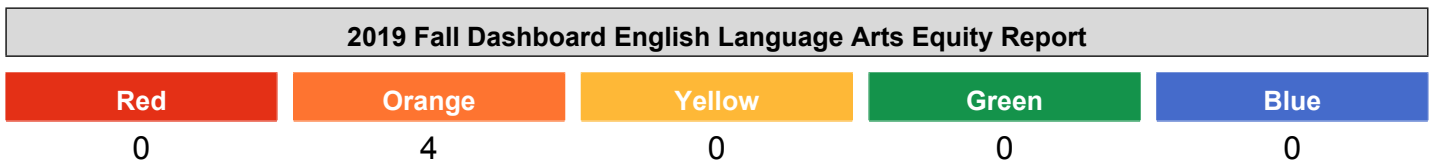
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



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><b>All Students</b></p> Orange 94.9 points below standard 195	<p><b>English Learners</b></p> Orange 143.8 points below standard 86	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Orange 100.1 points below standard 164	<p><b>Students with Disabilities</b></p> Orange 151.8 points below standard 41



### 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 2	 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 10	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0; padding: 2px;">101.9 points below standard</span> 161	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e0e0e0; padding: 2px;">29.3 points below standard</span> 18

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
<span style="background-color: #e0e0e0; padding: 2px;">174.9 points below standard</span> 35	<span style="background-color: #e0e0e0; padding: 2px;">122.1 points below standard</span> 51	<span style="background-color: #e0e0e0; padding: 2px;">52.5 points below standard</span> 36

**Conclusions based on this data:**

1. We have a site-wide focus on writing across all department. We look forward to updated data.

# School and Student Performance Data

## Academic Performance Mathematics

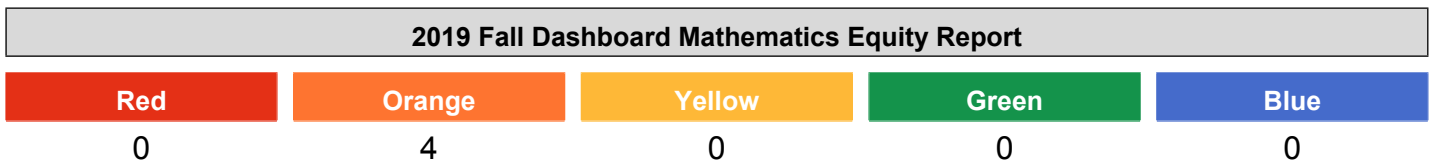
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:









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><b>All Students</b></p> Orange 163.1 points below standard 203	<p><b>English Learners</b></p> Orange 199.1 points below standard 88	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Orange 167.4 points below standard 171	<p><b>Students with Disabilities</b></p> Orange 231.1 points below standard 42

### 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 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 166.5 points below standard 167	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color 125.2 points below standard 19

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
231.7 points below standard 34	177.6 points below standard 54	146.8 points below standard 39

**Conclusions based on this data:**

- Interventions are required to support all students with special emphasis with our subgroups.

# School and Student Performance Data

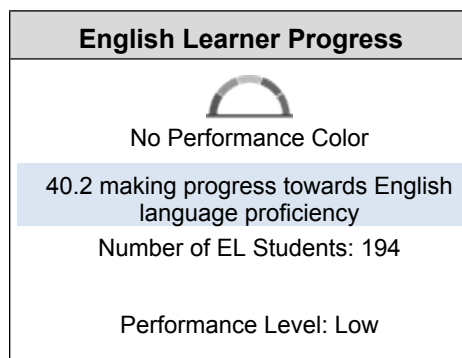
## Academic Performance English Learner Progress

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.

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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
35	81	6	72

#### Conclusions based on this data:

- Some students were not able to be certified at the end of the 19/20 schools year as they could not complete all portions of the certification process.
- Most of our students moved one level closer to being certified at the end of the 19/20 school year. This is not reflective in the data shown above.
- Work with our Restorative Response Specialist to support EL students with connecting with students and staff.

# 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.

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.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	233	70.40
<b>African American</b>		
<b>American Indian or Alaska Native</b>	15	66.4
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	183	71.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	21	52.4
<b>Two or More Races</b>		
<b>English Learners</b>	73	58.9
<b>Socioeconomically Disadvantaged</b>	186	70.4
<b>Students with Disabilities</b>	56	57.1
<b>Foster Youth</b>		
<b>Homeless</b>		

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

Student Group	Cohort Totals	Cohort Percent
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</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>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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. Our graduation rates are low especially among our English Language Learners and our Special Education Students. Our SPSA continues to focus on providing ongoing support to these two groups.
2. Data is incomplete as we work to compile data sources

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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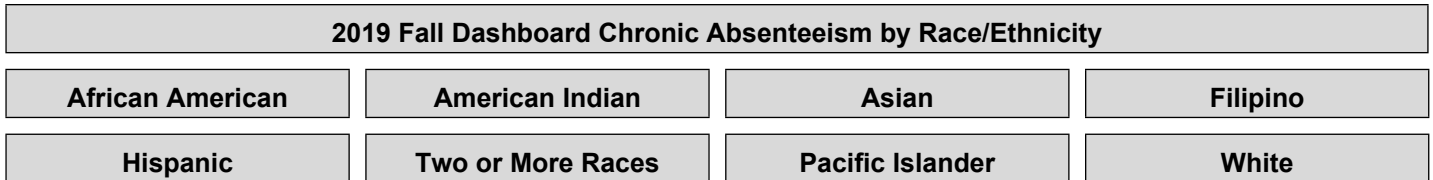
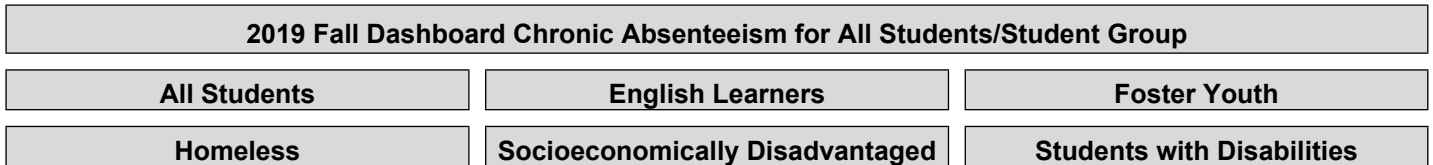
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

# 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
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. Graduation rates and academic performance continue to focus goals especially with our subgroups - ELA learners and Special Education students.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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Lowest Performance



Red



Orange



Yellow



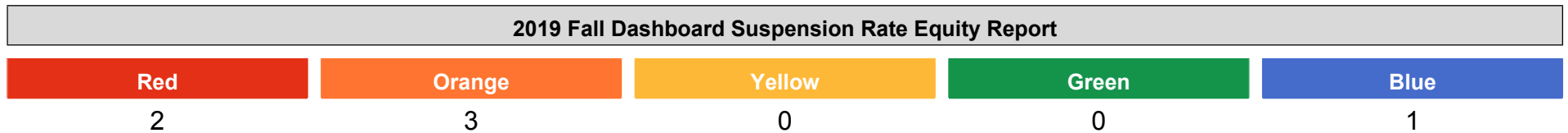
Green



Blue

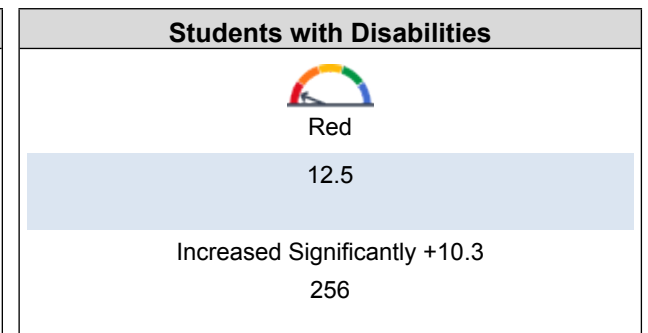
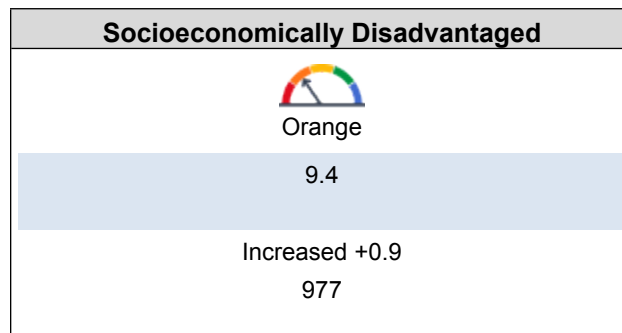
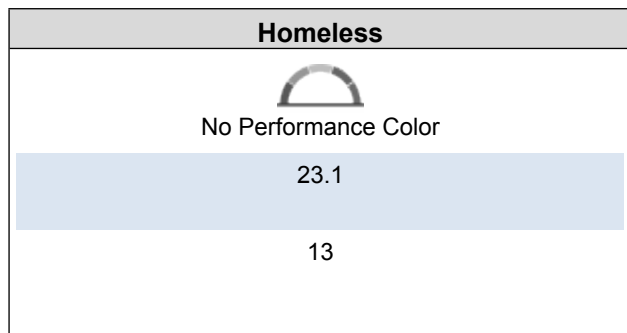
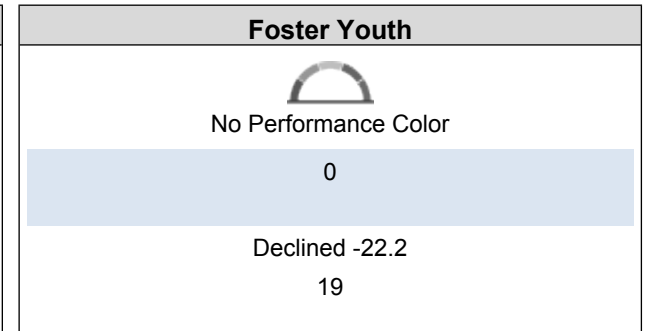
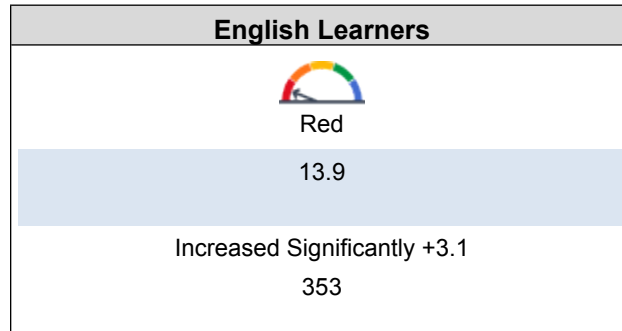
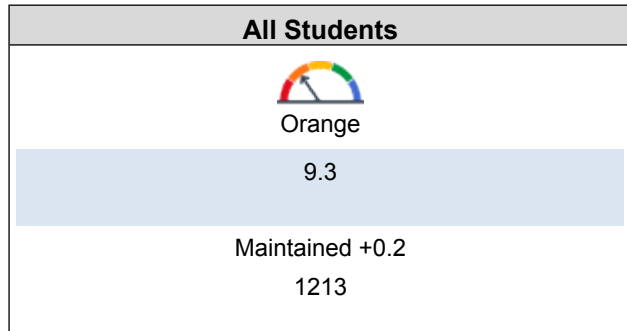
Highest Performance

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**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color</p> <p align="center">10</p> <p align="center">Declined -5.8</p> <p align="center">20</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color</p> <p align="center">12.5</p> <p align="center">16</p>	<p align="center"><b>Asian</b></p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Declined -4.9</p> <p align="center">64</p>	<p align="center"><b>Filipino</b></p>  <p align="center">No Performance Color</p> <p align="center">9.1</p> <p align="center">11</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Orange</p> <p align="center">9.7</p> <p align="center">Increased +0.6</p> <p align="center">962</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color</p> <p align="center">17.2</p> <p align="center">Increased +6.7</p> <p align="center">29</p>	<p align="center"><b>Pacific Islander</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not</p> <p align="center">5</p>	<p align="center"><b>White</b></p>  <p align="center">Orange</p> <p align="center">9.4</p> <p align="center">Maintained -0.2</p> <p align="center">106</p>

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	9.1	9.3

**Conclusions based on this data:**

- Suspensions decline in school year 2019-2020, prior to COVID distance learning.

# 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

Identify, create and focus support for all students, paying special attention to predominate subgroups of students including English Learners, students with learning disabilities, students with social and emotional needs, and students who need support to meet academic standards.

## Identified Need

English learners make up approximately 32% of the school population, with the vast majority being Spanish Speakers. English Learners and students in Special Education have the highest rates of Ds and Fs of any subgroup; over 50%. During the last CAASP testing cycle, an average of 5% of English Learners met ELA CAASPP standards. This 4% less than the California average. An average of 3% of English Learners met CAASPP standards. 2% less than the California average. Students with disabilities are the lowest percentage of students meeting or exceeding standards in math (0%) 5% of students with disabilities met standards in English. As a whole, a lower percentage of Elsie Allen students meet standards in ELA and Math compared to both Santa Rosa Schools and all California students.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

D & F Reports, ELPAC scores and course completion for subgroups, MAP Testing Scores, SBAC scores

1st Semester 2021 D & F Report - Overall rate of 42% with increase in subgroups  
 2nd Semester 2021 D& F Report - When Available  
 ELPAC Test Scores when available - 346 English Language Learners or 32% of school population

Return to 2019 D & F percentages of 32-35%. Increase # of students redesignated and advancing to next level of language proficiency. Improve % of Level 3 and Level 4 in SBAC in all subgroups. Move from Orange to Yellow in the California Dashboard for our ELA and Math areas.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	MAP Test Scores for Fall 2021/Spring 2022	Increase MAP (Reading/Math scores by 30 points from the beginning of the year to the end of the year) scores

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

Continue to expand and refine the PLC/Collaborative Inquiry process to regularly review data, assess student work, affirm or change teaching approaches and lesson planning based on assessment and analysis. Collaborative Inquiry process should focus on standard based strategies to improve instruction and student academic outcomes. Continue the development of strongly aligned school wide writing prompts (several times a year) for use as a data set and assessment tool. Using the MAP assessment, test all students in English and Math at least 3 times a year. MAP results will provide PLC groups with additional data and assessment information to inform teaching practices. Provide the necessary materials and supplies to support academic rigor in the classroom.

#### Monitoring Effectiveness

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

Regular meetings with minutes showing data review, planning, teaching, assessing student work and formulation of teaching strategies. Were we able to fund the necessary materials and supplies to support academic rigor and success in the classroom.

#### 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)
10000	0500 - Supplemental 1122 - Teacher Release Time substitutes to support PLC work

50000

0500 - Supplemental  
4311 - Instructional Materials (Non-Consumables)  
materials and supplies to support academic success

## 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 tools and resources that support academic rigor, achievement and positive school culture. Tools may included field trips, student incentives, student meals, student recognition.

### Monitoring Effectiveness

How will this activity be monitored during the 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)

2500

0500 - Supplemental  
5832 - Field Trip Transportation  
field trips

2500

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
student incentives

1000

0500 - Supplemental  
4311 - Instructional Materials (Non-Consumables)

1000

0500 - Supplemental  
1122 - Teacher Release Time  
subs for field trips

## Strategy/Activity 3

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

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

EL Students

**Strategy/Activity**

Provide additional resources to EL students in support of academic excellence which may include tutors, classroom aides, additional classes for lower class size, TOSA, Intensive labs, incentives, classroom materials and supplies, professional development, vertical, horizontal and cross department collaboration,, staff support of EL needs, etc. .

**Monitoring Effectiveness**

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

What additional resources were provided to EL students in support of academic success. What data was used in determining the need for additional resources. How did the additional resources increase academic success?

**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)

**Strategy/Activity 4**

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

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

SPED students

**Strategy/Activity**

Increase the co-teaching model in both 9th and 10th grade English and Math class integrating our SPED population into Academic English and Math classes. Provide professional development and collaboration time to support the co-teaching model. Provide an annual training to all staff regarding IEP's and 504 accommodations and how to support SPED students in school. Support may also include staff support for SPED population and specialized academic support.

**Monitoring Effectiveness**

**How will this activity be monitored during the 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)

**Strategy/Activity 5**

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

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

All students

**Strategy/Activity**

Provide supports for all academically struggling students which may include: paid and volunteer tutors before and after school, paid and volunteer in class tutors, tutoring/volunteer coordinator, additional classes for lower class size, TOSA, Intensive labs, incentives, classroom materials and supplies, field trips, professional development, vertical, horizontal and cross department collaboration, staff support of struggling students . AVID program and department level tutoring may be used as a pilot for a site-wide tutoring strategy. Other supports may include peer tutoring (paid and unpaid), peer tutoring training, peer tutoring recognition and incentives, parent education, outreach, extra duty time to support classes that do not have full time regular teachers, support for long term subs, and lunch time academic make-up time support. Enrichment opportunities supporting academic success will included programs such as 9th grade summer math academy and supporting Compact for Success in conjunction with CCLA.

**Monitoring Effectiveness**

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

The tutor program will evaluated based on whether this strategy was implemented and a review of effectiveness in the classroom including student grades. D-F's report and GPA Report

**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)

35000

0500 - Supplemental  
1112 - Teacher Extended Day  
summer academy and other support efforts including after and before school tutoring

8000	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime support program development, support classes, outreach, parent education, tutoring initiatives
2932.80	0500 - Supplemental 3xxx – Benefits benefits to support clerical extra duty

**Strategy/Activity 6**

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

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

All students

Strategy/Activity

On an ongoing basis, providing information to staff regarding MAP assessment scores, CAASP/SBAC test results, CDE Dashboard Data and grade data. Departments, PLC's and School Administration will use updated data sets for decision make regarding resource allocation and continued academic improvement.

**Monitoring Effectiveness**

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

Did this activity occur? Survey Participants to be informed about whether this activity provided necessary information and how it informed the work of Strategy 1.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 7**

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

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

All students

Strategy/Activity

Implement data analysis tools from AEREIS to address and improve attendance and grades. Provide staff training to support data analysis using AEREIS. Develop internal staff bandwidth to support the gathering and dissemination of data to all site staff regarding both attendance, testing information and grades. Provide resources to support attendance and grades which may include MTSS meetings, increased parent contact, parent meetings, incentives, student consequences for poor attendance and increased staff interaction and support.

**Monitoring Effectiveness**

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

Use Truancy Data, Grades Data and Graduation Data to inform the systems analysis.

**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)
2000	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime staff OT to support data collection and analysis efforts
733.20	0500 - Supplemental 3000 - Classified Hourly Benefits
3000	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) support attendance and data collection efforts
1099.80	0500 - Supplemental 3000 - Classified Hourly Benefits

**Strategy/Activity 8**

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

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

all students

Strategy/Activity

Continue to expand the AVID program on the campus - .80 sections - one per grade. Continue to support a .20 TOSA to support the AVID program. Provide financial support for AVID activities include such items as materials and supplies, conferences, student food and field trips. Work to expand the program by using specialized AVID tutors.

**Monitoring Effectiveness**

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

Using baseline information for AVID students, did AVID students increase their GPA's and college and career readiness? Include a review of statistical information required by the AVID program.

**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)
57814.62	3010 - Title I 1000-1999: Certificated Personnel Salaries .60 FTE
17895.11	3010 - Title I 1xxx – FTE Certificated Salaries AVID Tosa
500	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings materials and supplies for AVID
6500	3010 - Title I 5215 - Staff Travel & Conferences AVID support
15000	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) AVID Tutors
3000	3010 - Title I 5832 - Field Trip Transportation Avid Support
21737.91	3010 - Title I

	3xxx – Benefits .60 AVID teachers
5396.16	3010 - Title I 3xxx – Benefits .20 Tosa AVID
25090.72	0500 - Supplemental 1xxx – FTE Certificated Salaries .20 AVID Section
9566.59	0500 - Supplemental 3000 – Certificated FTE Benefits

### Strategy/Activity 9

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

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

all students

#### Strategy/Activity

Complete the Elsie Allen Graduate Student Profile. Begin the implementation of the Graduate Student Profile by developing specific action steps. Determine what group or groups will be responsible for this activity. Continue to explore how to leverage students interests and find connections in what classes are offered, including core classes.

#### Monitoring Effectiveness

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

Was the implementation plan created. Access how the implementation plan and execution of that plan helped improve student achievement.

#### 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)



# 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 SSC evaluated the 21-22 SPSA to determine the overall effectiveness of the strategies and activities. This occurred April of 2022. Further, throughout the year, the strategies and activities were constantly updated to reflect both new information and changing needs of students. Some activities and strategies continued to be impacted by COVID-19. The SSC continues to work to align the SPSA with new WASC recommendations and CSI activities.

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

Some programs and strategies continued to be impacted by COVID-19 and where not able to be fully implemented (e.g. College and Career Programing). Given the academic and social-emotional needs of students returning to school, some activities were unable to be implemented due to increased student needs (e.g. Link Crew). Elsie Allen was fortunate during the 21/22 School year to have access to CSI funding. This allowed the ability to fund many classroom material and supplies, provide monies for professional development activities and fund field trips.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are aligning our SPSA with the most recent available WASC recommendations as well as the CSI program. We have removed one program due to its completion - Bell Schedule Committee and have refined the work related to the Graduate Student Profile. Further strategies have evolved due to the work which took place during the 2021/2022 school year - including continuing PLC's, provided a stronger base for data collection/outreach relating to attendance, looking at a wide range of support for EL students, SPED students and academically struggling students, contining to expand the AVID program on this campus, support and expansion of the co-teaching model in Math and English for SPED students and support the dissemination and training of various assessment tools to inform both resource allocation and teaching practice.

# 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

Continue to focus on ways to build student and staff morale, pride and identity in celebrating school successes and increasing school reputation in the community. Provide parents and families information, education and opportunities to engage with Elsie Allen High School. Implement and balance academic achievement with social and emotional strategies. Encourage opportunities for the broader community to engage with Elsie Allen through greater engagement opportunities, on-going collaboration and coordination with the Elsie Allen Foundation and creation of targeted marketing material for Elsie Allen.

## Identified Need

We just recently received Youth Truth Survey information. From the family survey, our highest themes were engagement and communication. Our lowest themes from families were culture and school safety. The family survey indicated that many families are undecided whether they would recommend our school to another parent and our families are rating us lower than in past years regarding providing resources to support students and providing a high quality education.

## Annual Measurable Outcomes

### Metric/Indicator

Youth Truth Survey and #'s of parents/students who participated in various programs, Track parent and community participation at school events. Analytics for Instagram, Facebook, Website and Snapchat.

### Baseline/Actual Outcome

YouthTruth Survey - 2021/2022 - 3.60 for necessary resources

### Expected Outcome

Increase Youth Truth Survey results regarding resources. Increase parent participation in EAHS activities and events, including parent education. Increase our pool of active parents. Increase the number of students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		participating in a variety of programs and activities.

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**

Revive the Link Crew program on the Elsie Allen Campus. Provide an all campus orientation program for the first two days of school.

**Monitoring Effectiveness**

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

Did the Link Crew program occur. Link Crew Program survey 9th graders and new students to determine and evaluate the overall effectiveness of Link Crew and outcomes in supporting students and school culture at the end of the first and second semesters.

**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	0500 - Supplemental 1112 - Teacher Extended Day Link Crew 65 X 200 hours
500	3010 - Title I 1122 - Teacher Release Time subs for field trips
7000	0500 - Supplemental 5215 - Staff Travel & Conferences Link Crew Support

1000	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Link Crew Support
2500	0500 - Supplemental 5832 - Field Trip Transportation Link Crew Support
2500	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) materials for link crew program

## 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

Implementation of the family engagement strategy for 22/23 school year including development of parent education, creation of a parent talent database and providing on-going opportunities for parent engagement. Provide all necessary technology and software to support the family engagement strategy.

### Monitoring Effectiveness

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

Did this activity occur? Did we have an increase in parents participating in campus activities? Did we communicate opportunities for parent education and involvement.

### 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)
750	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings support of parent education
250	3010 - Title I

5817 - Online Computing Services / Software Licenses  
volunteer software

**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**

Continue to support a comprehensive College and Career Program. The College and Career Program may need additional materials and supplies, staff support, field trips, and food.

**Monitoring Effectiveness**

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

SSC will evaluate how all students participate in the College and Career Program. How many students are served, what grades and what is the interaction.

**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)
750	0500 - Supplemental 1112 - Teacher Extended Day subs to support field trips
2000	0500 - Supplemental 5832 - Field Trip Transportation support college and career program

**Strategy/Activity 4**

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

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

all students

**Strategy/Activity**

Communicate to parents using all forms of communication including In-Person meetings, Zoom Meetings, Facebook, Parent Square, Website, one-on-one, volunteer engagement software and through the mail. Encourage Parent Participation using incentives, materials, food , etc... Encourage regular communication between parents and teachers. Extra staff support may be needed to support this activity.

**Monitoring Effectiveness**

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

Did this occur? How did parents rate our activities through Youth Truth.

**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)
750	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings support of parent activities and meetings
2000	3010 - Title I 5901 - Postage support of parent communication
500	3010 - Title I 4316 – Food – Ind-District Meetings support parent activities
2500	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime to support communication activities
916.50	0500 - Supplemental 3000 - Certificated Hourly Benefits

**Strategy/Activity 5**

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

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

all students

## Strategy/Activity

Continue to foster collaboration and cooperation with the Elsie Allen Foundation and broader community. Provide engagement opportunities for community to help meet student needs. Create strategic marketing information as appropriate. Work in developing strategic grant requests to meet Elsie Allen student needs.

## Monitoring Effectiveness

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

Did we work collaboratively with the Elsie Allen Foundation to provide engagement opportunities with the broader community. Did we work collaboratively in generating grant applications to meet targeted Elsie Allen student and program needs. How many engagement opportunities and grant applications did we generate. Was it greater than the previous 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)

# 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.

Parent Education occurred on a limited basis this year and was primarily accomplished through Zoom based meetings. Back to School night also used Zoom. We did have a large Parent Orientation night at the beginning of the school year which was a significant success. A Family Engagement Strategy was developed for implementation in 2022/2023. Full use of Parent Square and mail based communication has provided significant improvement in the level and types of communication to our parent community. All programs were evaluated by SSC at the April 2022 SSC meeting.

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

There were limited in person parent meetings. Link Crew was not part of campus programming this year due to lack of staff resources.

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 goal was changed to better reflect two recommendations from the recent WASC visit. Many of the underlying strategies remain the same. The metrics were updated to reflect the results of the recent Youth Truth Survey. We have added language about campus-wide orientation activities and coordinating and collaborating with the broader community. Further, we are will be working to implement the Family Engagement Strategy as well as working on providing engagement opportunities for our families.



# 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

To continue to support professional development opportunities for the 2022/2023 school year with an emphasis on academic excellence and rigor. Provide the necessary technology tools, school facility expenditures and other materials and supplies to support academic excellence.

## Identified Need

Classrooms have old technology that is not compatible with flexible learning environments. This also extends to other teaching and learning tools as well as existing capital improvement needs (e.g. lack of theatre sound system, broken furniture, old carpet, etc....). On-going professional development that supports both our academic and social/emotional goals.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of professional development opportunities for staff. Ability to provide necessary tools that support safe and clean schools and flexible learning environments.	Writing Professional Development provided to all staff in 21/22 school year.	Professional Development offered for Math, Writing, Map Assessments. Further, horizontal and vertical collaboration offered in support of academic goals.

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 a comprehensive Professional Development program ensuring that the following occur during the 22/23 school year: Continue a site-wide writing focus - in all subject areas. Provide appropriate professional development opportunities to support this site-wide writing focus. especially opportunities outside the English department. Ensure that all new teachers are appropriately trained. Provide specific professional development for the math department in supporting standard based curriculum and academic rigor. Provide site-wide continued training in use of the MAP assessment. Provide teacher collaboration within and between department to share best practices and improve instruction.

**Monitoring Effectiveness**

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

Did each of these training objective occur? How did these activities improve student learning? A report will be provided to the SSC in the spring of 2023.

**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)
4000	0500 - Supplemental 5215 - Staff Travel & Conferences Targeted PD
1000	0500 - Supplemental 1122 - Teacher Release Time subs to support PD

**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 the necessary tools to support a safe and clean school and provide resources in the classroom to support a rigorous academic environment

**Monitoring Effectiveness**

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

SSC will evaluate whether this monies was used, for what and how it supported a safe/clean school or a rigorous academic environment.

### 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)

10000

0500 - Supplemental  
4400 - Equipment (under \$5,000)  
furniture/materials for classrooms

## 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.

SSC evaluated and assessed all SPSA goals and strategies as part of the April 2022 meeting. Teachers have received new computers and the site is supporting with appropriate technology and resources. We hope to receive new classroom technology for the 2022/2023 school year. Professional Development focusing on the site-wide writing focus did occur with supplemental materials provided to teachers. Writing samples were used as part of the PLC and assessment process being developed at Elsie Allen. Funding was found for Water-filling stations to support on-going health and safety of all staff and students.

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

Many professional development opportunities have been funded with CSI monies. This has allowed a greater number of professional development opportunities for staff.

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.

Metrics and outcomes are being developed.

# 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
To support the needed sections for the AVID program	.60 teacher	3010 - Title I		Goal #1
	.20 teacher	0500 - Supplemental		
To continue the TOSA for the AVID program	.20 teacher	3010 - Title I		Goal #1

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	\$119,479.91
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$334,183.41

## 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	\$117,593.80

Subtotal of additional federal funds included for this school: \$117,593.80

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	\$216,589.61

Subtotal of state or local funds included for this school: \$216,589.61

Total of federal, state, and/or local funds for this school: \$334,183.41

# 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
3010 - Title I	117,907.94	314.14
0500 - Supplemental	220,095.05	3,505.44

## Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	216,589.61
3010 - Title I	117,593.80

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	57,814.62
1112 - Teacher Extended Day	48,750.00
1122 - Teacher Release Time	12,500.00
1xxx – FTE Certificated Salaries	42,985.83
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	3,000.00
2413 - Clerical Extra Duty / Overtime	12,500.00
3000 - Certificated Hourly Benefits	916.50



3000 - Classified Hourly Benefits	1,833.00
3000 – Certificated FTE Benefits	9,566.59
3xxx – Benefits	30,066.87
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	2,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	2,500.00
4311 - Instructional Materials (Non-Consumables)	53,500.00
4316 – Food – Ind-District Meetings	500.00
4400 - Equipment (under \$5,000)	10,000.00
5215 - Staff Travel & Conferences	17,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	16,000.00
5817 - Online Computing Services / Software Licenses	250.00
5832 - Field Trip Transportation	10,000.00
5901 - Postage	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	48,750.00
1122 - Teacher Release Time	0500 - Supplemental	12,000.00
1xxx – FTE Certificated Salaries	0500 - Supplemental	25,090.72
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	3,000.00
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	12,500.00
3000 - Certificated Hourly Benefits	0500 - Supplemental	916.50

3000 - Classified Hourly Benefits	0500 - Supplemental	1,833.00
3000 – Certificated FTE Benefits	0500 - Supplemental	9,566.59
3xxx – Benefits	0500 - Supplemental	2,932.80
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	2,500.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	53,500.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	10,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	11,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	16,000.00
5832 - Field Trip Transportation	0500 - Supplemental	7,000.00
1000-1999: Certificated Personnel Salaries	3010 - Title I	57,814.62
1122 - Teacher Release Time	3010 - Title I	500.00
1xxx – FTE Certificated Salaries	3010 - Title I	17,895.11
3xxx – Benefits	3010 - Title I	27,134.07
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	2,000.00
4316 – Food – Ind-District Meetings	3010 - Title I	500.00
5215 - Staff Travel & Conferences	3010 - Title I	6,500.00
5817 - Online Computing Services / Software Licenses	3010 - Title I	250.00
5832 - Field Trip Transportation	3010 - Title I	3,000.00
5901 - Postage	3010 - Title I	2,000.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	282,266.91
Goal 2	36,916.50
Goal 3	15,000.00

# 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
- 1 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Gabriel Albavera	Principal
Mayra Sosa	Other School Staff
Kamala Brown	Classroom Teacher
Angie Nunez	Classroom Teacher Parent or Community Member
Kathy Hayes	Other School Staff
Rachel Hudson	Parent or Community Member
Jamie Padilla	Parent or Community Member
Angel Hernandez	Secondary Student
Quincy Cormier	Secondary Student
	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 05/19/22.

Attested:



Principal, Gabriel Albavera on 5/20/22

SSC Chairperson, Jamie Padilla on 5/20/22

# 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and



2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/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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