School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

Ryan Howatt		February 9, 2021
Name of School Principal	Signature of School Principal	Date
Emmanuel Mejia		February 9, 2021
Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
RIO ROSALES	56 72561 6118061	February 9, 2021	February 17, 2021

Purpose and Description

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

SCHOOLWIDE PROGRAM

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

Site Level:

As part of our professional practice at Rio Rosales, CAASPP (California Assessment of Student Progress & Performance) data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall performance, as measured by local assessments, indicates that improvement in the area of Language Arts and Mathematics is needed.

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data. Based upon achievement trends, we have done the following:

1. Established a teacher leadership team
2. Established a School Site Council
3. Established an English Learner Advisory Committee
4. Created a professional development plan targeting English Learners, Multi-Tiered Systems of Support and continuing our work around creating a comprehensive set of behavioral expectations.
5. Integrated the use of technology into daily curriculum design
6. Developed a series of in person and remote interventions designed to help struggling learners
7. Convened and collaborated with a School Re-Opening committee to ensure safe, high quality learning in remote and in-person settings upon children's return.

The School Site Council met on the following dates: 11.23.20, 12.15.20, 1.5.21, 2.1.21, 2.4.21
English Learner input was sought on: 1.7.21 - 1.14.21

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Rio Rosales School Site Council met regularly during the 2020 - 2021 academic year to review, plan, develop and monitor the Rio Rosales Single Plan for Student Achievement.
The Rio Rosales School Site Council sought input from the public, our English Learners Advisory Committee, our English Learner Coordinators, our Gifted and Talented committee and local law enforcement.

Goals, Strategies, Expenditures, & Annual Review

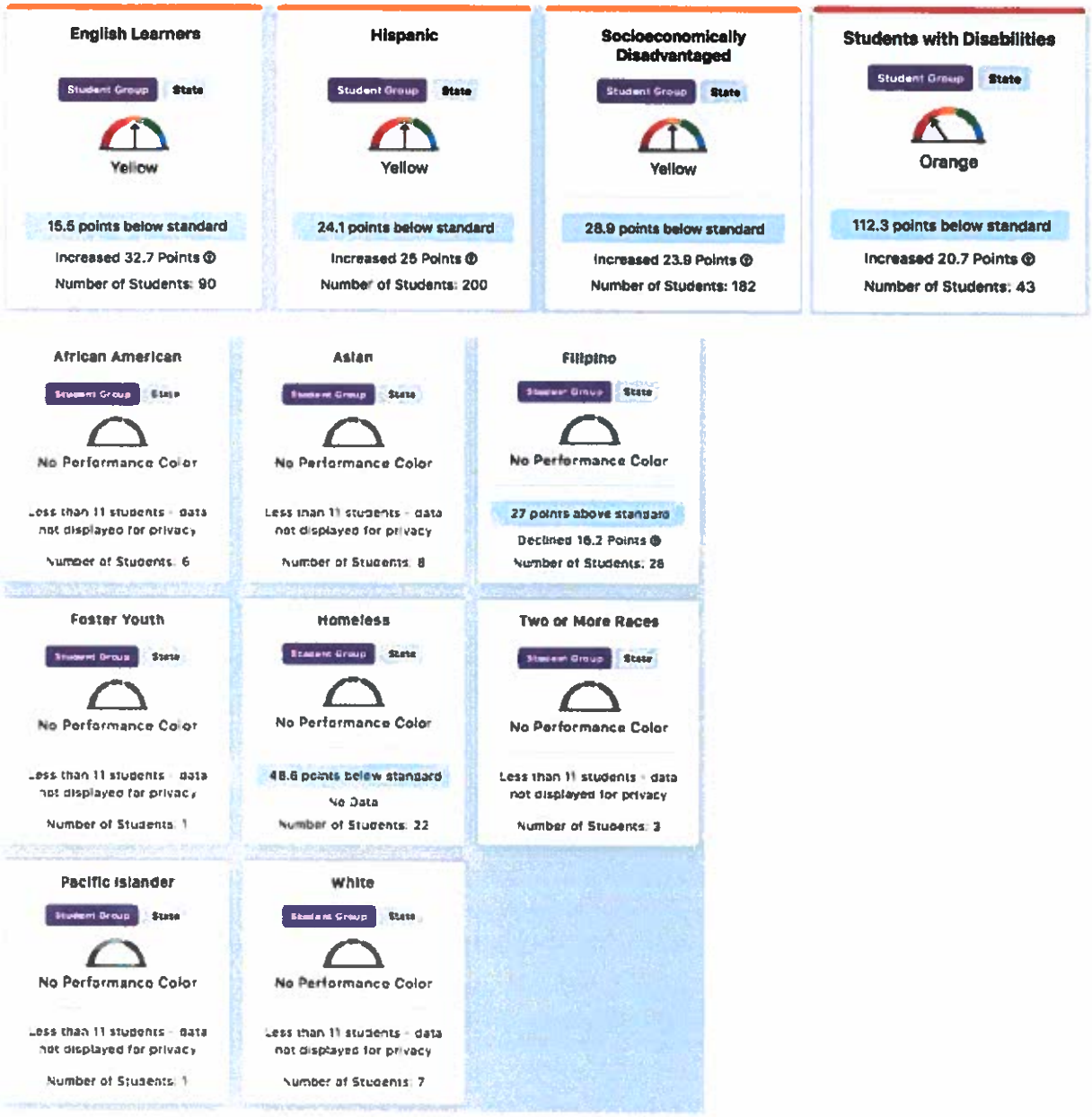
Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1: Academic Achievement in ELA and Math

Rio Rosales will maintain or improve the percentage of all students who A) take the CAASPP, and B) meet or exceed standards on the CAASPP English language arts, mathematics, and science assessments.

Identified Need

SUBGROUP PERFORMANCE 2019 CAASPP ELA



English Language Arts CAASPP Over Time (2020 CAASPP Data Absent due to Cancellation of CAASPP)

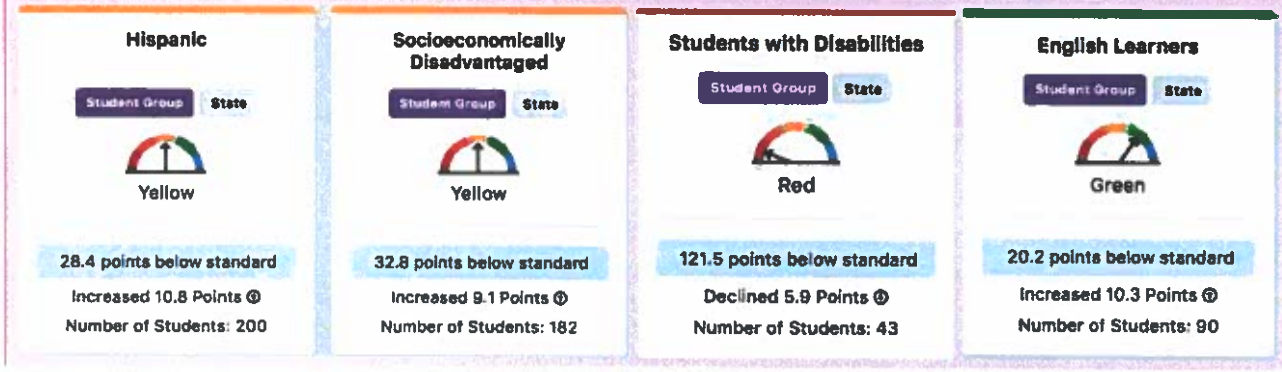
Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2400.7	2446.7	2481.6
Standard Exceeded: Level 4	24.44 %	21.35 %	18.60 %
Standard Met: Level 3	7.78 %	24.72 %	26.74 %
Standard Nearly Met: Level 2	33.33 %	19.10 %	20.93 %
Standard Not Met: Level 1	34.44 %	34.83 %	33.72 %

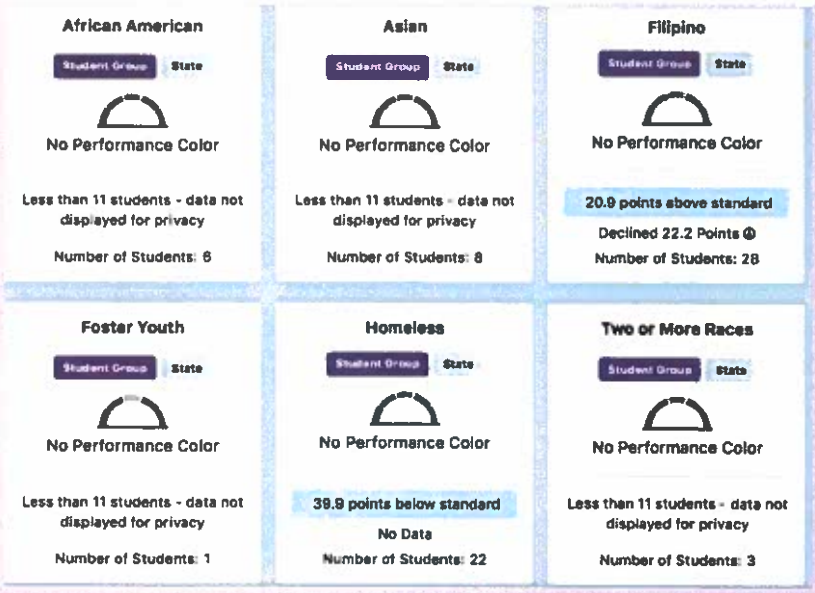
ELA CAASPP RESULTS 2018-2019

Achievement Level	Grade 3	Grade 4	Grade 5	All Grades
Number of Students Enrolled	86	90	86	262

Number of Students With Scores	83	88	86	257
Mean Scale Score	2418.4	2445.0	2481.6	N/A
Standard Exceeded: Level 4	20.48 %	18.18 %	18.60 %	19.07 %
Standard Met: Level 3	27.71 %	23.86 %	26.74 %	26.07 %
Standard Nearly Met: Level 2	22.89 %	18.18 %	20.93 %	20.62 %
Standard Not Met: Level 1	28.92 %	39.77 %	33.72 %	34.24 %

CDE DASHBOARD: MATHEMATICS 2019 CAASPP RESULTS





MATHEMATICS CHANGE OVER TIME

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2425.7	2473.9	2488.0
Standard Exceeded: Level 4	20.00 %	24.72 %	20.00 %
Standard Met: Level 3	31.11 %	22.47 %	15.29 %
Standard Nearly Met: Level 2	16.67 %	30.34 %	34.12 %
Standard Not Met: Level 1	32.22 %	22.47 %	30.59 %

MATH CAASPP RESULTS 2018-2019

Achievement Level	Grade 3	Grade 4	Grade 5	All Grades
Number of Students Enrolled	86	90	86	262
Number of Students Tested	86	90	86	262
Number of Students With Scores	86	90	85	261
Mean Scale Score	2432.2	2453.6	2488.0	N/A
Standard Exceeded: Level 4	22.09 %	16.67 %	20.00 %	19.54 %
Standard Met: Level 3	27.91 %	23.33 %	15.29 %	22.22 %
Standard Nearly Met: Level 2	27.91 %	31.11 %	34.12 %	31.03 %
Standard Not Met: Level 1	22.09 %	28.89 %	30.59 %	27.20 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EADMS CAASPP English Language Arts Performance Data Percent Meeting/Exceeding Standards	45.34	≥ 45.34

EADMS CAASPP Math Performance Data Percent Meeting/Exceeding Standards	41.76	≥ 41.76

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 as with specific focus on underperforming subgroups.

Strategy/Activity

CAASPP Goal Setting with students in grades 3 - 5 done in sessions designed to give a general overview of the CAASPP and then provide training and goal setting to prepare for the demands of format, content and engagement on the CAASPP. All students in grades 3 - 5 will complete a personal goal sheet that aligns with school goals.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1000
Source(s)	Title I
Budget Reference(s)	010-1104-3010-0-1110-012-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Families in grades 3 - 5.

Strategy/Activity

Two CAASPP parent evenings designed to help families become familiar with the CAASPP assessments in May. The first evening is designed to give a general overview of the CAASPP and requirements of format, content and engagement. The second evening is designed to give families a chance to take practice tests together and design a plan to help each child develop strategies for success on the CAASPP. Materials may be prepared and distributed as needed to support families for these trainings. Teachers may also be compensated to prepare and present for these evenings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2000
Source(s)	Title I
Budget Reference(s)	010-1104-3010-0-1110-012-200-0000-0

Goal 2 : Reducing Suspension

For the 2020-2021 academic year, Rio Rosales will reduce suspensions to 0.5% or less.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Suspension Rate Data	2.1% Suspended at least once	0.5% or less suspended at least once

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

All students.

Strategy/Activity

Rio Rosales will recognize positive student behavior/academic achievement with awards determined by each grade level. Awards/incentives will be given on a regular basis, mailed to the students' homes during distance learning or given to the student on-site during on-site learning. Cost for awards and incentives.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1,000.00
Source(s)	LCFF
Budget Reference(s)	010-2101-0000-0-4760-1000-013-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The Rio Rosales counselor and administration will support teachers in the classroom by performing social circles to gauge students' emotional status and engage students in social conversations as needed and/or requested. The counselor and administration will make personal contact with families in need of counseling services as determined by social circle outcomes, teacher/admin referral or parents personally contacting the counselor. In addition to the above, the counselor and administration will contact at-risk students, as determined by attendance records, on a regular basis, if/as needed. Cost for personnel to perform home visits outside regular school hours as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	See Goal 1 Strategy 2 for funding information
Source(s)	Title 1
Budget Reference(s)	010-1104-3010-0-1110-012-200-0000-0

Goal 3: English Learner Progress

For the 2020-2021 academic year, Rio Rosales English Learners will improve the percentage of English Learners making progress towards English language proficiency to at least 55%.

Basis for this Goal

46.7% making progress towards English language proficiency

Number of EL Students: 122

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Positive Movement on ELPAC	46.7% of EL's made progress	at least 55% of EL's will make progress

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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)

English Learners

Strategy/Activity

ELPAC Practice Assessment and professional learning designed to familiarize staff, students and families with the expectations and repercussions of ELPAC performance.

Family evenings designed to inform and train families to take the ELPAC.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2,000
Source(s)	LCFF
Budget Reference(s)	010-3602-0000-0-4760-1000-012-200-L113-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Strategic grouping by grade level by volunteering grade levels. Pilot program based on EL learners populations in different grade levels.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1,000
Source(s)	Title I
Budget Reference(s)	010-1104-3010-0-1110-012-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

In collaboration with Rio School District, Rio Rosales staff will examine data, identify Long Term English Learners and build strategies to improve performance on ELPAC and CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$2,000
Source(s)	Title I
Budget Reference(s)	010-1104-3010-0-1110-012-200-0000-0

Goal 4 : Increasing Attendance and Engagement

Goal: By June 17, 2021 the Rio Rosales chronic absenteeism rate will be less than 8%.

Basis for this Goal

Rio Rosales chronic absenteeism as reported by CDE Dashboard was 7.9% in 2018-2019.

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate	Chronic Absenteeism: 7.9%	Chronic Absenteeism: < 7.0

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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

All students, with a particular focus on those students whose absences are equal to or greater than ten percent of the year at any given date.

Strategy/Activity

Continue use of support specialists to contact families for School Attendance Review Team as a preventive measure to reduce School Attendance Review Board referrals.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1000
Source(s)	LCFF Supplemental
Budget Reference(s)	010-3602-0000-0-4760-1000-012-200-L113-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All

Those students whose absence rate is above 10%

Strategy/Activity

Re-engagement meetings designed to target needs and provide support virtually or in person, up to and including home visits by appropriate Rio District staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1000 for resources and extra-hour requirements
Source(s)	Title I
Budget Reference(s)	010-1104-3010-0-1110-012-200-0000-0

Goal 5 : Mitigating Learning Loss

Goal: During the 2020-2021 Academic year, Rio Rosales will purchase, store, and distribute resources to support student academic achievement and engagement. These materials may include but are not limited to software, hardware, school supplies, literature, and human support.

Basis for this Goal

COVID - 19 has caused disruption to the school operations. To mitigate learning loss, Rio Rosales must procure and distribute materials to assist children and our community in accessing different resources to support authentic learning. This support is designed for remote as well as in person instruction.

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Reports	February 4, 2021 - 95.73%	February 4, 2022 - 98%
Survey Results	Common obstacles indicate childcare, work schedules, and technological skills.	Reduce obstacles by surveying and responding in strategic and targeted ways to reduce the obstacles.
Attendance Reports	February 4, 2021 - 95.79	February 4, 2022 - 98%
2021 v. 2019 CAASPP	41.76 MATH / 45.34 ELA	≥ 41.76 MATH / 45.34 ELA

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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

All students, with a particular focus on those students whose absences are equal to or greater than ten percent.

Strategy/Activity

Utilization of office staff and Campus Supervisor Assistants to prepare and distribute materials. Purchase and requisition of supplies and materials to mitigate learning loss.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$10,000
Source(s)	LCFF Supplemental
Budget Reference(s)	010-3602-0000-0-4760-1000-200-L113-0

Annual Review

SPSA Year Reviewed: 2019-2020

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

ANALYSIS

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

COVID closures began on March 13, 2020. This closure rendered moot our goals that addressed CAASPP ELA and Math scores, ELPAC scores, and attendance percentage.

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.

While the CAASPP was not delivered to our children at Rosales, we still held two days of Multi-Site Professional Learning activities, we still held family CAASPP evenings

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	$ 51,252
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 51,252

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 ($)
[List federal program here]	$0

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

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 ($)
[List state or local program here]	$0

Subtotal of state or local funds included for this school: $ 51,252

Total of federal, state, and/or local funds for this school: $ 51,252

Total Funds budgeted in this current draft (2.4.21): $22,000

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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 Time-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019