

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
Leonardo da Vinci K-8 School	34-67439-6059315		June 20, 2019

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

SPSA DEVELOPMENT

LdV's planning process for this year's SPSA included several steps involving our School Site Council (SSC), faculty, and English Language Advisory Council (ELAC). During 2019-2020, the SSC developed, published, and its new mission statement, which states:

LdV fosters the Renaissance Child of the Arts and Sciences through Integrated Thematic Instruction, and operates with a strong ethical commitment to supporting the academic, social, and emotional progress of every child.

The mission of the LdV School Site Council is to identify, monitor, and support underperforming student groups and, through public dialogue and allocation of Local Control Funding Formula resources, improve the academic and social performance of those targeted groups.

The SSC carried out this mission by refocusing on the needs of underperforming student groups, examining test scores (e.g., multi-year CAASPP data); discussing academic conference student data trends; evaluating faculty district assessments, training, and analysis of district assessments; and considering faculty feedback from 2019-20 strategies. The SSC benefited from text focus, expertise, personal narratives and student outcomes based on the education, personal mindsets, and professional growth needs in areas of equity, access, and socially culturally relevant instruction and assignments. Equity was a focused part of our discussions with the goal to increase the need for urgent engagement and achievement of our 4th-8th grade Hispanic, EL, and African American students.

The ELAC met monthly to learn about parent leadership and building home-school connections. ELAC advised SSC and Principal that they wanted all LCFF funding to support an EL Instructional Aide.

COVID19 Crisis Timeline and Impact:

Following the last day of in-person instruction on March 12, 2020, the SSC temporarily suspended meetings, and began reconvening via Zoom in May.

This plan reflects the goals and plans based on current information and is being submitted to the SCUSD School Board prior to the establishment of parameters for school reopening, publication of SCUSD parent survey results regarding expected student attendance, and final decisions on 2020-21 site budget or staff changes. The LdV SSC understands that changes to the school day or opening, budget changes, or staffing changes may require the LdV to reconvene, plan, revise, and resubmit the 2020-21 SPSA.

SCHOOL BACKGROUND

School Mission: Leonardo da Vinci K-8 School is a community dedicated to the development of the whole child as a literate, curious, and inventive person, responsible for preserving and creating beauty in cultural and natural environments. LdV fosters this Renaissance child of the Arts and Sciences model through Integrated Thematic Instruction.

Leonardo da Vinci School (LdV) was established in 1989 as an early kindergarten through 8th grade school site and today there are now 886 students enrolled. The student makeup includes one early kindergarten class, four classes at each grade level from kindergarten to third grade, three classes for each grade level from fourth to sixth grade, and 156 middle school students. Students in middle school grades 7 and 8 rotate to six different classes and are taught by teachers who hold single subject credentials and experience teaching high school. Students are taught through board-adopted texts, thematic instruction (Highly Effective Teaching formerly called Integrated Thematic Instruction), and mastery projects (long term, in-depth projects supported by written report and oral presentation). In addition, LdV incorporates the following into thematic units used at every grade level: field trips, large end-of-unit projects, research projects, oral presentations, science instruction, social science curriculum that connects to the English Language Arts Program, and math that covers the four common core domains.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Test scores and other reporting shows that Leonardo da Vinci School has a disproportionate number of Hispanic, English-Learner, African-American, and disabled or socio-economically disadvantaged students not performing at grade level in math.

By June 2021, LdV is planning for Hispanic, English Learner, African American students and students who have disabilities or who are socio economically disadvantaged students scoring 70% and above on standardized assessments and report cards grades. EL students are our loLdV st performing students on standardized assessments and need more home-school connection and service in order to reach grade level standard.

English Learner, African American, and low socio-economic students at LDV will achieve a 10% increase on meeting or above standard on district Interim Common Math Assessments. EL students will increase scores 15% to meet grade level expectations. The Interim Common Math Assessments are Envision Math Chapter Tests or Engage New York (3rd Grade) which is the curriculum accessed by LdV students and faculty.

COVID19 school parameters and potential closures may impact our math goals and data collection.

Identified Need

1. DOCUMENT NEEDS ASSESSMENT

There will not be 2020 CAASPP scores due to COVID19. The district math assessments will be recorded in illuminate in 20-21 which they LdV were not during the pilot 2019-2020 school year. We recognize report cards are our only consistent data measure.

There data below from UC Merced Software and California Data Dashboard. The data is from 2018-2019 but it is relevant as there are minimal student changes at LdV.

Department of Education California Dashboard Math Data for LdV 538 3rd-8th grade student scores on 2019 CAASPP:

All students (540 students): 3.3 points below standard and 5 points increased

African American (34 students): 63.4 below standard, 16.7 points increased

Hispanic (196 students): 33 points below standard and 8.3 points increased

English Learners (40 students) 90.5 points below standard, 17.1 point declined

Socio-economically disadvantaged students (195): 60.2 points below standard, -2.8 points maintained

Students with disabilities (101 students): 97.3 points below standard, 6.9 points decline

Math Comparisons: English Learners

Current English Learners (26 students): 125.3 below standard, decline 16 points

Reclassified English Learners (14 students): 25.9 below standard, -2.5 points maintained

English Only (489 students): 3.2 points above standard, increased 4.7points increased

2018 CAASPP

Math average is 2.8, 61% of students met or exceeded standards

73% of third grade met or exceeded standards

Multi-year Cohort CAASP Data from 2016, 2017, and 2018:

59% of the students meet or exceed standards

3% increase from 2016

- 15% decrease for 5th grade
- 9% decrease for 6th grade

0% change for 7th and 8th grade

Decrease for following groups:

- 2% African American
- 21% Asian
- 5% 2 or more races
- 6% socio economic
- 13% EL
- 12% special education

In 19-20, LdV followed a pilot of two grade level teams and implemented exit tickets school wide. LdV will continue to use Exit Tickets in 20-21. LdV had professional development , including a SCUSD math coach, grade level materials from teacher Pay Teachers, study articles including Harry Fletcher-Wood “Using Exit Tickets to Assess and Plan The Tuning Fork of Teaching”. We had a school wide implementation of Exit Tickets in 19-20. Exit Tickets will continue in 20-21 in order to allow more frequent and specific teacher to student feedback.

LdV has had an increase in Performance Level from 2 to 4 based on our attention and focus on math teacher feedback. This monitoring of progress gives concrete data to teachers to inform instructional practices and reteaching needs for specific students. In 2019-20, LdV had a sample student study of studying and implementing Math Running Records in Action: A Framework for Assessing Basic Math Fluency in Grades K-5 by Dr. Nicki Newton. Our case study involved a 6th grade teacher, a 6th grade RSP student, a 6th grade student and a third grade student. The teacher administered the math running record and did a video recording of her assessments in order to study the student thinking and to make a faculty presentation to support our book study. In 2020-2021, LdV will implement this school wide as a means to make sure every student does not repeat negative patterns in math, develop math strategies and each student will have a specific learning plan (such as our teaching reading and comprehension tools). LdV will continue to work with a SCUSD math coach on this work for PD, book study, progress, and support once areas of need are concretely identified.

In 2020, LdV will support students with instructional aide support in math, LdV will provide training to our EL Instructional Aide and childcare staff members (with supervisor approval) in grade level pacing, standards and vocabulary.

2. DOCUMENT PROBLEM STATEMENT

In 2020-2021, we will continue Exit Tickets and we will incorporate Math Running Records by Dr. Nicki Newton and a Math Instructional Aide to support math instruction and student support in 4th-6th grade to focus on the academic needs and college preparatory achievement of Hispanic, EL, African American, Socially Economically Disadvantaged and students with disabilities. 100% of students will participate in Math Running Records (assessments and related interventions) and math exits tickets (demonstration of knowledge and immediate teacher feedback) and as a result: our goal is that 100% of students have a 70% or higher math score on Envision Math Chapter Tests, report card scores increase by one letter grade, and CAASP scores increase by 10%.

3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Early math intervention targeted for Hispanic, English Learner, African-American and socio-economically students who are disproportionately not at grade level when compared to white and Asian students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic conferences and report cards	Report card data and gradebook data (reported at 3 annual academic conferences)	Improve foundational skills so that every student increases report card number grades by one number.
Math Chapter Tests Exit Tickets	Report card data and gradebook data (reported at 3 annual academic conferences)	Consistently ensure students have 3 and 4 grades on Exit tickets and math tests
Math Running Records	Unknown	Improve foundational skills so that every student increases report card number grades by one number.
Math chapter tests recorded in illuminate	September-October 2020	By June 2021, we will improve scores by 15% for English learners and 10% for African American, low socio economic and Hispanic students.
Number of students accessing services: Access to EL Tutoring in math, math instructional aide time, teacher-led tutoring.	Currently on EL tutoring in math for 12 students.	African American, Hispanic, and English Learner students not receiving 70% on September Interim Assessment will receive support through Running Record Assessment. Running Records assessment result will lead to allocate time for instructional aide support and teacher tutoring.
ELAC meetings need to include instructional strategies for how EL parents can support students at home.	ELAC agendas and rosters.	Seek 100% parent connection with EL parents as parents at ELAC meetings represent students who are earning 3's 4's and SDC services.

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)

Hispanic, EL, Economically Disadvantaged, African American and students with disabilities.

Strategy/Activity

1. DOCUMENT IMPROVEMENT AIM

Our improvement aim is to interrupt collecting data that shows a cycle of poor academic performance in math for the same students and same subgroups year after year. We need to interrupt this negative trend data of student learning by analyzing the data (Math Running Records and Chapter Tests), applying the correct assessments and interventions.

2. DOCUMENT HIGHEST PRIORITY CHANGE IDEA

We will continue Exit Tickets, bring in Math Running Records and a Math Instructional Aide to support math instruction and student support in 4th-6th grade to focus on the academic needs of Hispanic, EL, African American, Socially Economically Disadvantaged and students with disabilities. 70% of students will participate in Math Running Records (assessments and related interventions) and 100% of students will participate in math exit tickets (demonstration of knowledge and immediate teacher feedback). As a result: our goal is that 100% of students have a 70% or higher math score on Envision Math Chapter Tests, report card scores increase by one letter grade, and CAASP scores increase by 10%.

3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Action	Tenet	Owner	Targeted Completion Date	Milestone
<p>Summer Retreat with Faculty, SCUSD Coach and DR. Nicki Newton (author and trainer of Math Running Records):</p> <p>PD on math instruction using hybrid learning model</p> <p>PD math running record</p> <p>PD on student data</p> <p>PD on Grading for Equity, diversity and race to build capacity of our focus on building equity, access and social justice.</p> <p>COVID19 safety training and distance learning training to be provided August 2020.</p> <p>Funded through PTC support</p>	Faculty PD	Faculty	8/21/2020	100% Faculty trained ITI Yearlong plans demonstrate hybrid model options, equity and access in curriculum, grading, and lessons.
<p>Instructional materials to support student learning: (paper, Chromebooks, books, replacement chargers, books, texts, and safe learning spaces desks/chairs).</p> <p>LCFF LI \$12, 109</p>	Faculty PD	Faculty	8/21/2020	100% Faculty participate and implement
<p>Create Pacing guide with assessments</p>	Faculty PD	Faculty	8/21/2020	100% Faculty participate and implement

<p>Targeted tutoring and school learning time for Hispanic, English Learner, African American and socio-economically disadvantaged students not at 70% on Sept. math benchmark assessment. Instructional aides, parent leaders, childcare staff (with supervisor support), and tutoring to target math needs, teach vocabulary, reteach math concepts. Special education students will be supported with assessments, training, and materials (funding supported by SCUSD special education department). .3 Reading Teacher, Reading Instructional Aide, and Bilingual Aide will be trained and will incorporate math thinking, math vocabulary and math writing into intervention times.</p> <p>COVID19 safety training and distance learning training to be provided August 2020.</p> <p>Parent leader \$1500 stipend</p>	<p>Instructional Aides and Childcare PD</p>	<p>Faculty</p>	<p>8/21/2020</p>	<p>100% classified staff members participate and implement</p>
<p>Extra Help Instructional aide to support math</p> <p>COVID19 safety training and distance learning training to be provided August 2020.</p> <p>LCFF LI \$8,161</p>	<p>Student service</p>	<p>Faculty</p>	<p>4/24/2020</p>	<p>Student data shows report card and math test growth at academic conferences in Oct./Jan./April</p>

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)

21770.00

Source(s)

LCFF Low Income

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Teachers used Exit tickets, small group tutoring, bilingual tutoring, middle school student teaching assistants and reteaching for mastery for tests to allow for Hispanic, English Learner, and African American students. Learning results discussed and interventions planned at the October, February and May Academic Conferences.

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

Exit ticket uses varied by teacher and COVID19 impacted plans. However, teachers had training from SCUSD, SCUSD math coach, grade level teams, and personal perseverance to access online meaningful math resources. March-June 2020, had follow-up Common Planning Time, shared documents and faculty zoom time allowed in discussion and investigation on what instructional materials had learning merit. Envision was available online and many teachers used a combination of online Envision materials and weekly class zooms, small group sessions on zoom, and individual zoom meetings to meet student needs in math and stay with the grade level standards.

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.

Student math scores indicate universal design does not meet the needs of Hispanic, English Learner and African American learners. Intermediate Instructional aide support needed to target student support and allow every student to reach mastery in individual math claims and standards. Our ELA model with instructional aide support allowed for 94 students to receive targeted instruction in phonemic awareness and led to 91 students (per Sunday Reading Program results) making gains towards grade level proficiency. Training all faculty and classified staff members in math standards, Running Record assessments and interventions, and allowing time for student intervention will allow every student to get the needed access to support to meet grade level standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

ELA Goal:

LdV will improve the ELA scores of 4th-6th grade African American, Hispanic, English Language Learner, socio-economically disadvantaged, and disabled children by one report card number and by 10% above the District Benchmark Assessments by June 2021.

African American, Hispanic, English Language Learner, socio economically disadvantaged or students with disabilities need access to on-going intervention and support to improve foundational reading skills. While nearly 75% of LdV students meet and exceed ELA standards on CAASP, students of color, children in poverty, and children with disabilities are not experiencing an equitable education and need to become proficient with all grade level standards.

LdV will accomplish this goal by using HET Thematic Learning by embedding standards into the thematic units with the use of extension articles, novels, and benchmark Associate curriculum for the instruction of foundational skills, reading skills, writing skills, comprehension development, vocabulary understanding, and Fountas and Pontell language development skills (as measured in Benchmark Associates).

LdV is focused on ELA foundational skills as measured by the benchmark reading levels (comprised of fluency, accuracy, comprehension), BPST growth (1-3rd grade), Words Their Way Spelling Inventory, and narrative/opinion writing.

Identified Need

Identified Need

There data below from UC Merced Software and California Data Dashboard. The data is from 2018-2019 but it is relevant as there are minimal student changes at LdV.

Department of Education California Dashboard Math Data for LdV 538 3rd-8th grade student scores on 2019 CAASPP:

All students (538 students): 29.1 points above standard and increase of 10.5 points
African American (34 students): 16.7 points below standards, 1.2 points maintained
English Learners (40 students) 46.6 points below standard, -2.6 points maintained
Socio-economically disadvantaged students (195): 26.5 points below standard, 0.2 points maintained
Students with disabilities (101 students): 69.9 points below standard, maintained -2 points

English Language Arts Comparisons: English Learners

Current English Learners (26 students): 84.7 below standard, increase 3 points

Reclassified English Learners (14 students): 24.1 points above standard, 7.4 points increased

English Only (487 students): 34.9 points above standard, increased 10.4 points

2018 Data:

ELA Average Performance Level is a 3, 72% of our students meet or exceed 78% of 6th and 7th graders score at or above standard

Three year cohort data for LdV students for 2016, 2017, and 2018:

8% school wide ELA from 2017 to 2018

76% of students meet or exceed

African American (15): .4 point increase

Asian (22): .2 point increase

Hispanic (130): .2 point increase

Socio-Economic (128): .1 point increase

White (168): .1 point increase

EL (17): .2 point increase

Special Education (23): .1 point increase

2 or more races (27): .2 point increase

From UC Merced SQUII Software:

Reclassified English Learners who receive 3/4's on reports card, by grade level in 2018-2019:

Grade First Number indicates the number of students earning 3 or 4's on a report card.

Second number indicates total number of EL students

1	1/1
2	0/5
3	2/4
4	0/7
5	0/4
6	0/5

In summary, out of 27 English Language Learners, only three are earning meeting and exceeding grades on average on the 2018-2019 report cards in math and ELA standards and 24/27 reclassified students need intervention services. Two of the students out of the 27 are in an intermediate SDC class. We need to continue our faculty training and direct instruction in the classroom, with our instructional assistant and with our library teacher. In 2019, LdV identified our kindergarten ELL students did not need Souday reading programs and they needed more access to direct instruction. Our library teacher began a 60 minute, three day a LdV ek, with the kindergarten ELL students. We also met with parents to share the intensive service being provided and provided differentiation in the classroom, differentiated homework packets, and access to community tutoring. We know from our CAASPP data, report card data and academic conferences that our early intervention practices are effective. We need evidence that our training and educational practices are evident for our EL students. Regardless of reclassification, a SCUSD priority, intervention, monitoring and individual study study teams will continue for our EL and/or EL reclassified students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Conference Data measures benchmark assessments, novel study comprehension tests,	Student baseline is individual. Our focus is the bottom 25% (students not at grade level) in foundational skills.	Academic conference plans for students will improve student performance.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>information comprehension scores, Fontis and Pontell reading assessment levels, BPST, spelling inventory scores, writing by genre, report card CAASP. Academic Conferences to norm student writing, align thematic projects and writing assignments to standards, assess reading skills, analyze grade level student data. Academic conferences lead to referrals, support and improvement of student learning. Subs for academic conferences are needed.</p> <p>LCFF L.I. \$ 12,960.00</p>		
<p>LdV RTI Tier II and Tier III Support: EL Aide to support push in and pull out for EL students in foundational skills. Bilingual aide services to support English language development, proctor ELPAC test, translate ELAC meetings, translate SST meetings, direct services to students for EL support with reading, writing, comprehension, expressive language, verbal skills, and work completion. Bilingual aide ten hours, per week and translation for families at conferences, ELA, and meetings.</p> <p>PD on Grading for Equity, diversity and race to build capacity of our focus on building equity, access and social justice.</p> <p>COVID19 safety training and distance learning training to be provided August 2020.</p>	<p>ELPAC (formerly referred to as CELDT) and teacher referrals identify students who need EL support to improve report card foundational skills and ELA skills by 1 number grade.</p>	<p>Increase report card foundational skills and ELA skills by 1 number grade.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF EL \$12,252.00' LCFF LI: \$1000.00		
LdV Tier III Support: 4-6 Reading intervention teacher to support writing conventions and content in each genre will improve foundational skills. Intervention teacher for foundational skills K-6 (writing/comprehension), .4 position- two days per week or 12 hours which is reduced from .6 in 2019-2020. LCFF L.I. \$25,899.00	The lowest 2-3 students, per class, are identified for writing intervention support. With support writing scores for content and mechanics in opinion writing, narrative writing, and informational writing will improve 1 number grade.	With support writing scores for content and mechanics in opinion writing, narrative writing, and informational writing will improve 1 number grade.
LdV Tier II and Tier III Support: Reading instructional aide and tutors will provide multi-sensory reading program to support reading skill development. 4. Intervention aide for foundation skills K-6 (reading/multi-sensory research based program for phonemic awareness/multi syllabic words, and foundational reading skills PD on Grading for Equity, diversity and race to build capacity of our focus on building equity, access and social justice. COVID19 safety training and distance learning training to be provided August 2020. LCFF LI \$18797.00	Baseline data is based on individual student scores.	Reading levels will increase 2-3 letters on the Fonti and Pontell Benchmarks. On report card and foundational skills will improve one number score.

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)

Academic Conferences: All students benefit from attention to specific learning in all ELA foundational skills areas. LdV Tier II and Tier III support is offered to students needing additional resources.

Strategy/Activity

Record academic conference data and provide support for grade level achievement in foundational skills.

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)

12960

Source(s)

LCFF Low Income

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Instructional Aide support in ELA support targeted students with specific intervention and support

Strategy/Activity

Push in and pull out instruction to deepen meaning and performance in foundational skill development and mastery.

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)

12252.00

Source(s)

LCFF EL

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

.3 Reading teacher for 4-6th grade, Instructional Aide for 1-3rd grade, translation, and instructional supplies (Chromebooks, books, paper, texts, online resources and memberships and learning materials).

Strategy/Activity

Intervention teachers: our K-3, 4-6, and .4 MS intervention teachers will continue to provide target Response to Intervention support to our students in ELA K-8th Grade.

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)

45696.00

Source(s)

LCFF Low Income

Annual Review

SPSA Year Reviewed: 2019-20

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.

Implementation of strategies will occur during Faculty Common Planning Time, Faculty Meetings, and grade level team Academic Conferences. These structures allow time to implement ELA instructional strategies and evaluate the effectiveness of our learning activities as evidenced by student achievement in ELA.

Date of Academic Conference:

Data Report in each grade level of % or 1-4 data in four specific ELA domains for Oct., February, and April and data recording for targeted EL, African American, Hispanic, and special education

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

Goals and budget will be goals met will analyzed by the SSC quarterly.

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.

Any data showing a need to identify and change SPSA will be based on student ELA results, student data analyzed according to our targeted EL and African American students, report card data and CAASP.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

LdV will increase counseling referrals and outreach from approximately 20 students per year to 50 students. With better systems, LdV will be able to provide more SEL assistance to students and address chronic absenteeism, which now stands at 2.9 percent, according to the California Dashboard. Current student referrals and school outreach for emotional issues or mental health issues are based on teacher referrals to the office and administrator system of contacting parents and appropriate agencies for support (SCUSD Connect center and ACCESS Sacramento). School faculty have checked in student lists for outreach, safety plans, and on-going support.

LdV will seek to address this goal by providing basic materials for effective school operations, including school instructional supplies, postage, copier rental, Chromebook, paper, cleaning products, functional and safe student desks and chairs, functional and safe work spaces, functional and safe playground areas and playground equipment, and phone service.

Identified Need

LdV has 886 students and statically mirrors the population average of young children dealing with stress: divorce, grieving, LGBT, mental health issues, depression, anxiety and self-worth. LdV serves 38% of students living in high poverty. LdV has three SDC programs on campus and the district visual impairment program. A counseling intern will help support our program by building a bridge with CSUS. With coordination from our school psychologist, CSUS social worker intern coordinator. LdV site administration team have completed extensive graduate work in counseling but that is not the certificated role of a campus administrator as LdV also handles discipline. LdV students need a social-emotional social intern for lunch time groups, small groups, push in social pragmatics, and 1:1 sessions. A social worker intern and Parent Leader will continue to promote positive school culture and help continue strong attendance, low suspension rates and overall positive climate.

A stipend for a Parent Leader (existing SCUSD role) will allow for community referrals, access to enrichment, and parent employment will lead to improved attendance, SEL awareness, and organization of parent volunteer math/ELA program..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our academic conferences historically demonstrate the 2-3 students, per class, would benefit from a counseling referral. Annually, we submit 10-15 crisis referrals to our Connect Center. Additionally, we have emergency plan	Attendance is reviewed at academic conferences.	Chronic absenteeism will decrease.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>meetings for students from mental health issues.</p> <p>Summer and monthly SEL training and discussion with faculty will acknowledge and build systems support.</p> <p>PD on Grading for Equity, diversity and race to build capacity of our focus on building equity, access and social justice.</p> <p>COVID19 safety training and distance learning training to be provided August 2020.</p>		
<p>Social worker Intern intern two days a week two serve: four lunch time groups (divorce, grieving, pragmatics), two push in SDC social pragmatics classes, and serve 20 students (based on teacher, administrator or parent referral). From former partnerships with National University, our school has created case lists, need assessment, parent permission form, parent letter and referral form. We would like to increase our referrals to at least 50. With better systems in place we can reach out to more students and provide resources.</p> <p>PD on Grading for Equity, diversity and race to build capacity of our focus on building equity, access and social justice.</p> <p>COVID19 safety training and distance learning training to be provided August 2020.</p>	<p>Student referrals demonstrate need.</p>	<p>Absenteeism will decrease and referred students will maintain or improve academics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF LI \$2000.00.		
<p>Parent Leader Stipend: support parent volunteer math and reading program, support distribute resources, support enrollment, and parent background clearances for volunteering.</p> <p>PD on Grading for Equity, diversity and race to build capacity of our focus on building equity, access and social justice.</p> <p>COVID19 safety training and distance learning training to be provided August 2020.</p> <p>LCFF LI 3000</p>	<p>Community referrals, access to enrichment, and parent empowerment will lead to improved attendance, SEL awareness, and organization of parent volunteer math/ELA program..</p>	<p>Attendance at school will improve, parent at attendance at meetings will improve, and attendance for student participation in enrichment will improve.</p>
<p>Community Equity Forum- the George Floyd murder has sent our nation and community into an uproar over the systematic racism. Our LdV data brings a continued urgency to ensure our intentions of providing an equitable education are reflected in the academic achievement results of our African American, Hispanic and English Language Learner students.</p>	<p>Leadership and faculty engage in ongoing equity practices but we need to build our capacity directly offer a listening and learning space for community by establishing a parent-community Equity Forum.</p>	<p>Attendance and achievement will increase as families and students feel comfortable, heard, validated and represented even more at LdV.</p>

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)

Social Worker Intern: Tier III students not developing socially and emotionally may benefit from having consistent access to a counseling intern. With coping skills and understanding one's emotional issues, stress factor, and characteristics consists with a mental health diagnosis a student may have less campus disruptions, improved attendance and improved grades.

Parent Leader: support communication, attendance, parent participation, parent classes and school safety. ALL students supported by this position and extra support available for students who need additional help and families who need access to community and site support.

Community Equity Forum- the George Floyd murder has sent our nation and community into an uproar over the systematic racism. Our LdV data brings a continued urgency to ensure our intentions of providing an equitable education are reflected in the academic achievement results of our African American, Hispanic and English Language Learner students.

Securing instructional materials, copier agreement, postage, and phone service allows the school system to function and for students to have the basic supplies and supports necessary. This is Tier III, universal support, to support all students.

Strategy/Activity

SCUSD provides \$244, 637 from LCFF other for 1.6 general teacher positions so that we meet the student to teacher ratios. As a eK-8th grade school, we annually need this SCUSD LCFF fund to balance eK and make a functional middle school master schedule.

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)
5500	LCFF Low Income
244637.00	Other

Annual Review

SPSA Year Reviewed: 2019-20

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.

Social worker verification of hours and success- to record student learning, pre-post survey, attendance, referrals and suspensions.

Parent Leader verification- process parent clearances, process field trips, process enrollment so that school remains at capacity, communicate school events and resources.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

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)

LCFF Low Income

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

LCFF Low Income

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity

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)

Strategy/Activity

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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

LCFF Low Income

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

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)

3700

LCFF Low Income

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

I

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)

Other

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

LCFF Low Income

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

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)
-----------	-----------

Budget Summary

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	346,515.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF Low Income	\$89626.00	0.00
LCFF EL	\$12,252	0.00

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

Name of Members	Role
Devon Davis	Principal
Tiffany Ballard	Other School Staff
Brian Moore	Classroom Teacher
Elly Graves	Classroom Teacher
Debbie Keller	Classroom Teacher
Dave O'Toole	Parent or Community Member
Jason Weiner	Parent or Community Member
Kris Williams	Parent or Community Member
Jen LaFlam	Parent or Community Member
Marina Miranda	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

Other: PTC, Faculty, Parent Forums, LdV Faculty

Other:

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 May 15, 2019.

Attested:

Principal, Devon Davis on

SSC Chairperson, Dave O'Toole on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019