

School Year: 2019-2020

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	School site Council (SSC) Approval Date	Local Board Approval Date
Costano School	31689996044325	1-9-20	1-16-20

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).

Costano is designated as Schoolwide Program. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, the Ravenswood City School District has addressed the LCAP 8 State Priority Goals.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lara Burenin
Position: Director of Curriculum and Instruction
Telephone Number: 650-329-2800
Address: 2120 Euclid Ave East Palo Alto, CA

E-mail Address: lburenin@ravenswoodschools.org

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

Our school site plan was drafted by our principal, Viviana Espinosa, and then presented to our site's school site council meeting for input, feedback, and review on 12/19/19. The revised SPSA was then presented again for review and approval on 1/7/19 during grade level collaboration meetings and our staff meeting after school. The final SPSA will be presented to SSC members on 1/09/19.

Resource Inequities

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

Our District serves approximately 2,000 students in Transitional Kindergarten through Eighth grades. 57% of our students are English Language Learners and 6 out of our 6 schools qualify for Title I funding. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs offered during and after the school day.

Over 90% of our families qualify for free and reduced lunch. The rising cost of living in our area is a tremendous challenge to many, and a significant percentage are homeless or have unstable housing. Our students experience the stresses and traumas associated with growing up in poverty. Attendance can thus be a challenge. We also have an increasing number of Newcomer students who arrive to our district from another country speaking little to no English, who may have experienced trauma in their journey from their home to Ravenswood.

We endeavor to meet the wide ranging needs of our students, although teacher turnover has hindered our ability to improve student achievement. For the past few years teachers have moved out of the area due to the high cost of living in our area. We then need to train teachers every year who are new to our district, and often early in their teaching career.

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

LEA Goal: All students will receive high quality instruction in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally support teachers.

Site Goals:



1. The school will increase by 8 points in English Language Arts as well as in 12 points Mathematics on the CAASPP.
2. Every classroom will utilize arts integration strategies, techniques, and practices to support student learning that meets a higher depth of knowledge, develops critical thinking skills, and builds student engagement and involvement in their learning process.
3. We will align our mathematics and reading instruction and pedagogy across the site so all students have access to instruction that meets grade level standards, that supports students to rigorously engage with grade level standards, and that supports students to meet grade level standards.

Identified Need

Over the past three years our school has increased overall 17 points in English Language Arts and 28 points in Mathematics, however we are still currently 55.4 points below standard in ELA and 91 points below standard in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>2018-19 CAASPP Results in English Language Arts</p>	<p>We slightly declined by 3.2 points for the 2018-2019 school year. Since 2017 we have increased 17 points in ELA towards meeting the standard.</p> <div data-bbox="553 527 938 938"> <p>All Students</p> <p>All Students State</p>  <p>Orange</p> <p>55.4 points below standard</p> <p>Declined 3.2 Points Ⓣ</p> <p>Number of Students: 167</p> </div>	<p>We will increase 15 points in English Language Arts.</p>
<p>2018-19 CAASPP Results in Mathematics</p>	<p>We increased 12 points for the 2018-2019 school year. Since 2017 we have increased 28 points in Mathematics towards meeting the standard.</p> <div data-bbox="553 1262 938 1652"> <p>All Students</p> <p>All Students State</p>  <p>Yellow</p> <p>91 points below standard</p> <p>Increased 12 Points Ⓢ</p> <p>Number of Students: 167</p> </div>	<p>We will increase our mathematics score by 15 points.</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**

All students

Strategy/Activity

Utilizing walkthroughs, site professional development, grade level collaboration, site coaching, and other aligned professional development opportunities teachers will focus on aligning reading workshop and mathematics instruction across the school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 5,000	Other local funds, REF 428
\$ 300	Management 101—Regular Education Office supplies
\$ 5,000	Title 1 funds 3030

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

All teachers will be trained in integrated arts strategies to support students to process content and create ideas through the arts, to increase student engagement and understanding, and to increase critical analysis and thinking skills. To support staff implementation a peer/ instructional coaching model will be in place and substitutes will be provided to support the model as necessary.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Turnaround Arts Fund 343
\$5,000	Site Flex Funds 323

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Utilize and support a site leadership team, arts leadership team, parent leadership group, and student leadership members to ensure that we have a school culture and environment that is positive, responsive, and safe for students to be the most productive in their learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,000	General Funds—101
\$5,000	Donations account 323
\$4,000	Other local funds REF

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Staff will be given a budget for supplemental supplies/ furniture necessary to enhance student learning and access to the curriculum. In addition the school will provide all supplies necessary to implement the curriculum with fidelity.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 30,000	Title 1 303

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Professional development that deepens our understanding and ability to integrate the arts with an equity lens.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 6,000	Other local funds, REF 428
\$ 5,000	Title 1 funds 303

Goal 2

LEA: All students, Pre-K through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional, and academic needs. We will increase our students designated as english proficient through our RFEP process from 19.13% to 23% and we will continue to decrease our suspensions and increase our attendance rate.

Site Goals:

1. Students who are behind grade level will increase reading comprehension by 1.5 grade levels with the support of our Reading Intervention/ Literacy Coaches for K-2 and for 3-5.
2. Attendance will increase by 5% by incorporating positive incentives and by focusing on student engagement and personal outreach in addition to the SARB process.
3. All staff will utilize school wide positive behavior intervention systems and restorative practices to equitably and appropriately support student behavior and social emotional needs.
4. The school will support teachers to utilize a culturally relevant and culturally responsive teaching pedagogy that will support students to become co-creators and self-directed learners of their education.
5. All teachers will integrate ELD and Common Core practices into all content areas of instruction and increase the percentage of students reclassified from 19.13% to 23%.
6. Family outreach/ involvement opportunities will increase to include a weekly parents united leadership group, school-wide parent communication via remind application.
7. We will utilize performing, digital, and/or visual arts opportunities for students to showcase on a monthly basis.

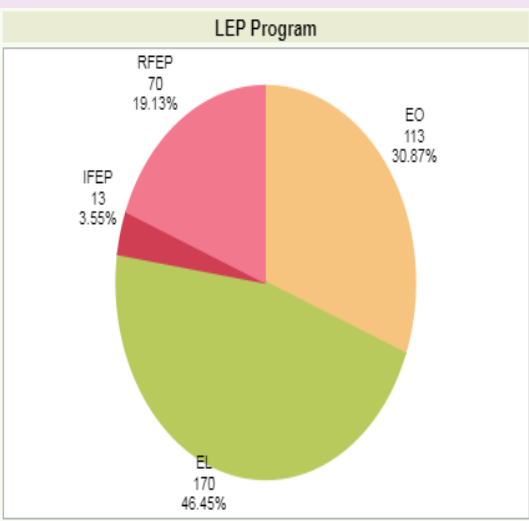
Identified Need

Currently 46.45% of our students are considered english language learners, 51% of our students are considered homeless, and we have a rate of chronic absenteeism at 18.8%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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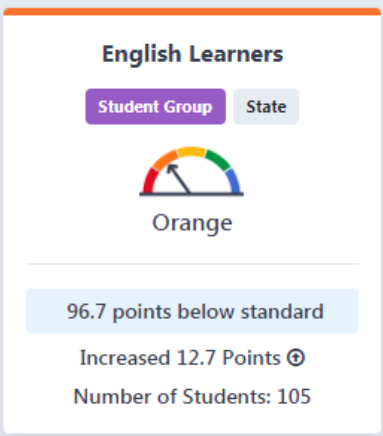
Our English language proficiency program measures the students who are redesignated as english proficient (RFEP).



Increase our percentage of students who are redesignated as english proficient to 23%.


19.13% or 70 of our students are in RFEP
46.45% or 170 students are EL's
30.87% or 113 students are EO's

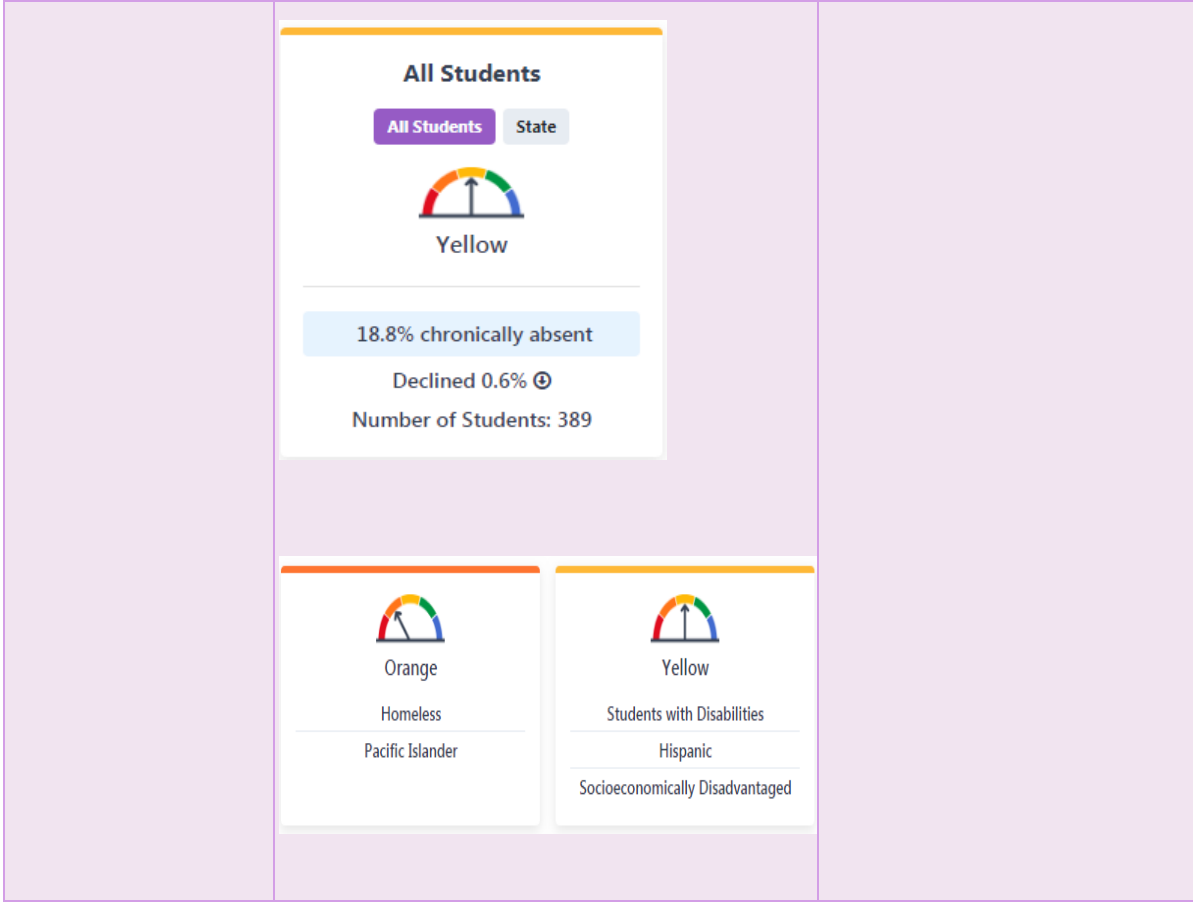
The proficiency of our english learners towards meeting standard as measured by the 2018-19 CAASPP.



Our english learners will continue to increase their language proficiency by another 15 points.

An increase of 12.7 points towards standard;
In both ELA and Mathematics our students who are in RFEP outperformed both ELL's and EO's.

	<div><div><div><div><div>Current English Learners</div><div>93.4 points below standard</div><div>Declined 9 Points ⓘ</div><div>Number of Students: 63</div></div><div><div>Reclassified English Learners</div><div>27.2 points below standard</div><div>Declined 10.2 Points ⓘ</div><div>Number of Students: 42</div></div></div><div><div>English Only</div><div>45.9 points below standard</div><div>Declined 9.9 Points ⓘ</div><div>Number of Students: 48</div></div></div></div>									
Number of out of school suspensions as measured through our state dashboard for 2018-19 school year.	<div><div><div><div>All Students</div><div>All StudentsState</div><div></div><div>Blue</div></div><div>0.7% suspended at least once</div><div>Declined 2.2% ⓘ</div><div>Number of Students: 413</div></div><table><tr><th>Year</th><th>Percentage of suspensions</th></tr><tr><td>2017</td><td>6%</td></tr><tr><td>2018</td><td>3%</td></tr><tr><td>2019</td><td>0.7%</td></tr></table></div>	Year	Percentage of suspensions	2017	6%	2018	3%	2019	0.7%	<p>We will continue to hold a low out of school suspension rate. We declined our suspensions 88.9% since 2017 and we will continue from 6% in 2017-18 back down to 4.8% from 2016-17. We will continue our culturally responsive pedagogy and restorative practices to keep students in school.</p>
Year	Percentage of suspensions									
2017	6%									
2018	3%									
2019	0.7%									
Utilize the state dashboard results from the 2018-19 school year.		<p>We will decrease our chronically absent rate from 18.8% to 16% for all, but will Target our pacific islander Community.</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

All students at least a year below grade level in reading according to our local Fountas and Pinnell reading assessment in grades 1-5.

Strategy/Activity

Students will have small group intervention with a reading specialist and/or volunteer utilizing a literacy intervention program. Data will be analyzed formally every few weeks to assess progress and decided on the intervention needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$125,193	Reading Specialist/ Coach Salary + Benefits— 80% Other local funds and 20% Title 1
\$122,683	Reading Specialist/ Coach Salary + Benefits—80% Other local funds and 20% Title 1
\$0	All Students Matter Volunteers and Jewish Literacy Coalition Volunteers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Students will be honored for perfect attendance at the monthly award ceremonies. Students and families with perfect attendance will also be invited to an end of year breakfast.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	Title 1 303

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students especially the Pacific Islander subgroup

Strategy/Activity

Students with chronic absenteeism will receive a personal phone call home to touch base outside of the SARB process. Attendance data will be reviewed on a monthly basis with the site leadership team and with our school site council.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$600	Title 1 303
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Language Learners in TK-5

Strategy/Activity

Students will have access to imagine learning an online program to supplement instruction during english language development time.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$1,000	Title 1- Management 303
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Instruments and materials will be provided for all classes and performance events. For students in grades 3-5 we will provide a weekly lunchtime chorus and a spring musical.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$0	Volunteer for Chorus
\$ 10,000	Materials, Props, & Instruments Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will provide incentives for parent attendance at events such as back to school night and open house; Parent leadership group activities; host parent universities that include paying presenters, dinner, and incentives; and supplies needed for all meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4000	Donations Account

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

We will hold monthly arts events which include themed family art nights, the spring musical, the multicultural showcase, holiday events, and lunch chorus performances.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Title I 303
\$4,000	Donations Account

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

All classrooms will have a set of classroom texts that will be culturally diverse and culturally responsive.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,000	Title I

Goal 3

LEA Goal: Integrate technology into all subject areas to increase student achievement and engagement with 21st century skills and better prepare students for their future career choices.

Site Goals:

1. Teachers will use technology to teach a balanced curriculum.
2. Students will use technology to both learn as well as show what they have learned .

Identified Need

Research around the digital divide that students without access to digital experience don't do as well in school as their same age peers with access. In order to ensure that all students are ready to become 21st Century learners, they need to be able to manipulate technology as an educational tool.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current technology utilized by students and staff	All students in 3rd-8th grade have 1 to 1 access to a laptop; All staff have a functional laptop; Each Tk-2nd classroom has at least 3 ipads that are being actively utilized	All classrooms will have up to date and functioning technology that is part of their daily program. Students in Tk-2nd grade will have access to at least 6 lpads in every classroom.

Inventory of blended learning programs	All students have access to programs such as RAZ kids, typing club, Learning Ally, Imagine Learning (for ELLS), etc.	Every student will have access to these blended learning programs to tailor to his/her individual needs.
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Students will engage in the supplemental online reading program Learning Ally. This program allows all students to access current quality texts of various reading levels. Students regardless of reading level will have exposure to texts that will provide them with the necessary complexity that is demanded of grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,100 for 3 year contract for under 300 students	Title 1 303

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/ Activity

We will keep an updated inventory of functioning technology and update old inventory which include replacing IPADS in TK-2 so each class has at least 6 IPADS.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Title 1 303

Annual Review

SPSA Year Reviewed: 2018-2019

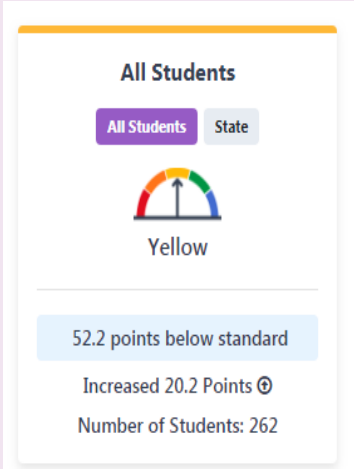
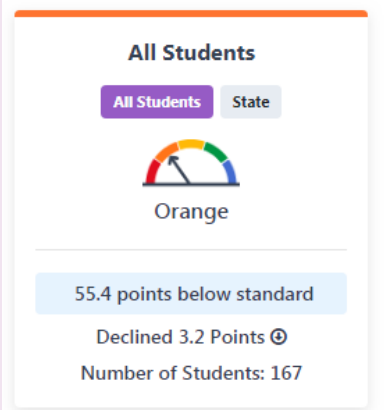
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

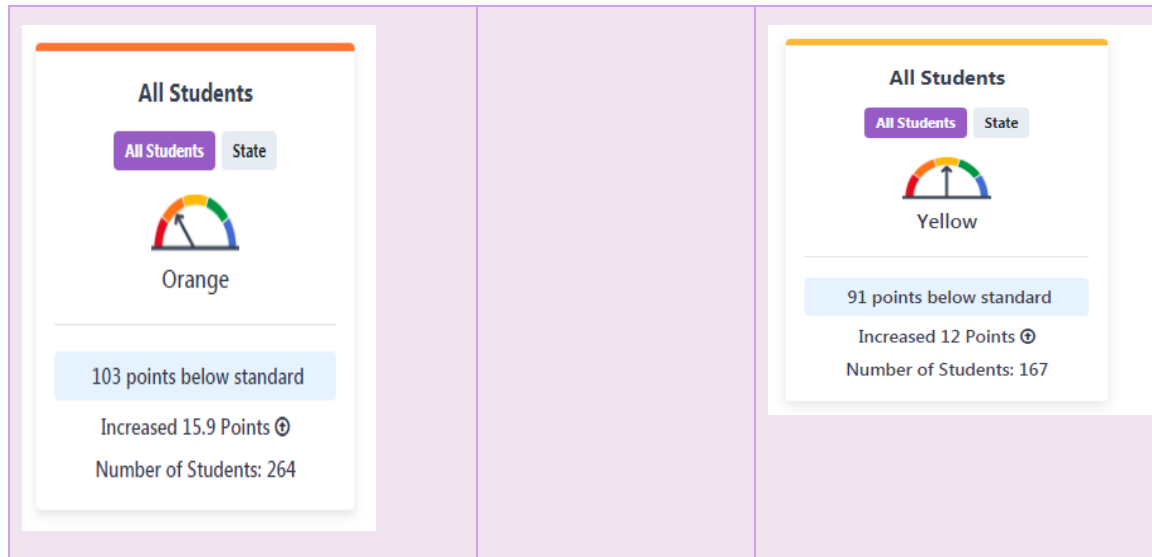
ANALYSIS

Goal 1

CAASPP: The school will increase by 5 percentage points the number of students at or above proficiency on the ELA and Math CAASPP assessment when looking at cohort data for grades 4th-8th grade. For 3rd grade, since there is no prior year data in 2nd, we will compare with the previous year in 3rd grade, maintaining the 5 percentage points improvement target.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>2017-18 CAASPP Scores</p> 	<p>To increase ELA scores by 15%</p>	<p>We did not meet this goal and slightly declined 3 points. Over the past three years we have increased by 55 points overall in ELA.</p> 
<p>2017-2018 CAASPP Scores</p>	<p>To increase Math scores by 15%</p>	<p>2018-19 CAASPP Scores</p> <p>We increased by 12 points this 2018-19 school year and over the past three years have increased 28 points in Math overall.</p>



Goal 2

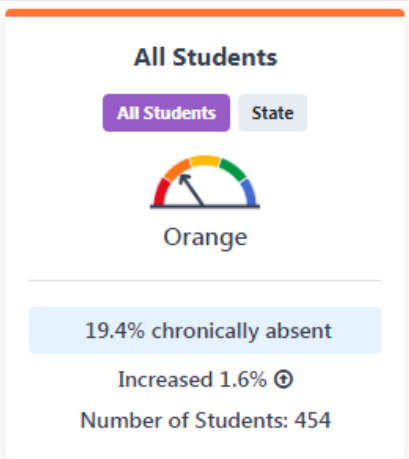
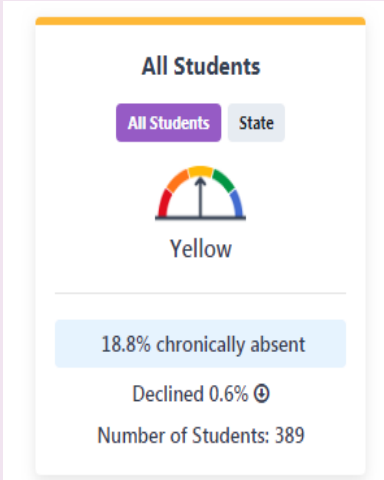
We will improve behavioral outcomes in the areas of:

- improved attendance
- decreased tardies & early pick-ups
- decreased referrals
- decreased suspensions

ANNUAL MEASURABLE OUTCOMES

Factors to consider: the student population decreased by 60 students due to losing the seventh grade.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Suspensions will continue to decrease through our focus on the arts, equity driven pedagogy, and positive behavior intervention support systems.</p>	

 <p>All Students</p> <p>All Students State</p> <p>Orange</p> <p>19.4% chronically absent</p> <p>Increased 1.6% ⬆</p> <p>Number of Students: 454</p>	<p>Absences would decrease through honoring perfect attendance and being diligent with the attendance SARB meetings.</p>	 <p>All Students</p> <p>All Students State</p> <p>Yellow</p> <p>18.8% chronically absent</p> <p>Declined 0.6% ⬆</p> <p>Number of Students: 389</p>
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Goal 3

1. Teachers will use district approved curriculum such as digital and blended learning programs to support equitable access and targeted instruction based on individual student needs.
2. Students will use technology and blended learning programs to support equitable access and targeted instruction based on individual student needs in mathematics, reading comprehension and skills, english language development, arts and media production, coding, and digital citizenship.
3. Students will be competent with technology devices in order to increase keyboarding proficiency and be at ease in using complex computer navigation tools. These skills will aid in their performance on the CAASPP math and ELA proficiency and in general computer skills.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Inventory of technology	Every classroom in 3rd-8th grade will have a functioning laptop and Tk-2 will have a roaming cart and at least five ipads.	Every classroom in 3rd-8th grade will have a functioning laptop and Tk-2 has a roaming cart. Classrooms vary from 3-8 ipads.

RAZ Kids	Students in TK-5 will establish individual baselines based on reading level.	Students will pass 80% of the reading quizzes that they take.
Typing Club	Each grade level baseline for WPM TK-5.	80% of the students will reach their grade level WPM
Digital Citizenship	Every classroom will provide at least two digital citizenship lessons	Every classroom provided one digital citizenship lesson and teachers received a PD around these lessons

Goal 4

1. Support student growth through academics and a variety of enrichment opportunities. Better prepare students for a successful high school experience by providing robust electives, and pathways for student development both academically and socially in partnership with the High School Transition Department.

2. District and school will promote engagement activities such as high school retreats to orient students with high school related events. Students will attend 3 breakout sessions of their choice, where they will learn a variety of information that will assist them in becoming familiar with high school process, procedures, and protocol.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of students who participate in HS transition support	All students will receive HS transition support	All students were offered HS transition support
MS promotion participation	All students will participate in promotion	80% of 8th graders participated in promotion

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]
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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 (\$)
Title I—Instructional Materials, supplies-303	\$9,785

Subtotal of additional federal funds included for this school: \$ 9,785]

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 (\$)
Ravenswood Education Foundation School Account	\$10,384
Management 101	\$12,794
Management 323—Donations account	\$18987.68
Management 405—Administration Account Total 4000	\$4,407
Management 106 S & C Grant	\$ 34,430
Turnaround Arts Grant 343	\$7,390

Subtotal of state or local funds included for this school: \$ 88,392

Total of federal, state, and/or local funds for this school: \$98,177

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 **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, its 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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019

Form E: Recommendations and Assurances

The School Site Council (SSC) and English Language Advisory Committee (ELAC) recommend this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC/ELAC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC/ELAC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC/ELAC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> Other committees established by the school or district (list) | Signature |


4. The SSC/ELAC 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.
5. 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.

6. This SPSA was adopted by the SSC/ELAC at a public meeting on: 1/9/2020

Attested:

Viviana Espinosa

Typed name of School Principal

 1/10/20
Signature of School Principal Date

Jesus Villalobos

Typed name of SSC/ELAC Chairperson

 01/10/20
Signature of SSC/ELAC Chairperson Date