

School Plan for Student Achievement (SPSA) Cesar Chavez Ravenswood Middle School

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
Cesar Chavez Ravenswood Middle School	41-68999-0136093	January 10, 2020	January 16, 2020

Purpose and Description

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

The Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Codes sections 41507, 41572, and the federal Every Student Succeeds Act (ESSA) require each school-wide program receiving federal money to report their plan. 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 Avenue, 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

The SPSA review was presented at our School Site Council/English Language Advisory Committee Meeting on December. The site leadership team reviewed the 2019-20 SPSA and the School Site Council/English Language Advisory Committee met on January 10, 2020 to approve the plan.

Resource Inequities

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

Ravenswood Middle School is located in East Palo Alto in San Mateo County on the peninsula that borders San Francisco Bay. The City of East Palo Alto has an ethnically diverse population of approximately 30,000 within a 2.5 square mile area. The city borders wetlands and the San Francisco Bay, and is located at the gateway to technology-based Silicon Valley. The median income of families feeding into the school ranges from homeless to low-middle class. With a new state program, 100% of our students qualify for free or reduced lunch. One of the characteristics of Cesar Chavez Ravenswood Middle School is its population in comparison to middle schools in surrounding school districts. Approximately 8% of the students are African-American, 79% of students are Latino, and 10% are Pacific Islander. The majority of our students come from families of recent immigrants. The majority of our students are classified as English Learners (approximately 57%).

A regular day for our middle school students begins at 8:30 AM and ends at 3:10PM, including 320 minutes of instruction, a minimum 80 of which are dedicated to literacy instruction. Students are dismissed at 1:10 p.m. every Wednesday for teachers to participate in professional development, data review, and or planning.

Traditional values still mean a great deal at Cesar Chavez Ravenswood Middle School, and the entire school community stresses the importance of being safe, be responsible, be respectful and be kind. What strikes the visitor most is the friendly but purposeful atmosphere that one senses immediately upon stepping foot on campus. It is evident in every classroom, in the office, and on the playground that people enjoy being here; that the students, teachers and parents care about each other, and that we all share a common vision of creating classrooms of competent, confident, caring citizens who are preparing to meet the challenges of their futures.

Every Cesar Chavez Ravenswood Middle School student will:

- Develop English literacy skills to allow them to be familiar with grade level standards, with the goal of all students being at standards met on grade level standards.
- Master computational and applied mathematics skills that will enable him/her to succeed in the subsequent course of instruction.
- Progress continuously, mastering the skills and knowledge that will allow him/her to meet all high school graduation requirements.
- Become technologically literate students who can use a variety of resources to identify a need or problem; seek applicable resources; gather information; analyze data; interpret and synthesize information; communicate information

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 for English Language Arts and Mathematics), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers..

Site Goals: The percentage of students performing at ‘Standard Met’ or ‘Standard Exceeded’ on the CAASPP assessment will increase by a total of 4% at each grade level. The percentage of students performing at ‘Standard Met’ or ‘Standard Exceeded’ based upon the MAP testing will be aligned with the end of the year goal by at least 4% in both ELA and Mathematics. All students will benefit from teachers receiving focused site professional development in ELA and Math.

Identified Need

Cesar Chavez Ravenswood Middle School, students could benefit from extra support in math and reading. English Learners, low income, and Hispanic students remain far below school wide results in ELA and math, reflecting a need for additional support for teachers and students. This is also true for students with disabilities.

State Priorities 1,2,4,7

Local Priorities: District Benchmark Assessment

Annual Measurable Outcomes

Metric/Indicator	Baseline/ 2017-18	Goal	18-19 Actual Outcome
CAASPP ELA Achievement	50% of Students Met or Exceeded Standard	Increase the percentage of students Meeting or Exceeding Standards by 3 points.	16 % of students Met or Exceeded Standard
CAASPP Math Achievement	39% of students Met or Exceeded Standards	Increase the percentage of students Meeting or Exceeding Standards by 3 points.	7% of students Met or Exceeded Standard
Classroom teacher retention numbers	There are 30 classroom teachers, 4 special education teachers, 4 elective teachers, 2 teacher on special assignment	90% of classroom teachers, special education teachers, and support teachers will return for the 2019-20 school year.	This is the first year for 8th grade teachers at RMS but utilizing the % of teacher transfers from within the district to fill the new positions, approximately 60% of all teachers returned for 2019-20.
MAP testing results	MAP ELA RIT score of 196	Increase the percentage of students Meeting or Exceeding Standards by 3 points.	MAP ELA Score of 202
MAP testing results	MAP ELA RIT score of 191	Increase the percentage of students Meeting or Exceeding Standards by 3 points.	MAP ELA Score of 198

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students that are within 50 points of the category 'Standards Met'.

Students that are at Standards not met

Strategy/Activity

Teachers will be provided training to write standards-aligned instructional units for implementation of ELA and ELD state framework within all core subject areas.

Strategies for integrated ELD within each lesson

Connections of content to designated ELD.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$9,000	General Fund - Object Code 4000 & Mgmt. Code 106 (Supplemental & Concentration) - Regular Education - Instructional Materials
\$4,100	General Fund - Object Code 4000 & Mgmt. Code 106 (Supplemental & Concentration) – Regular Education - Office supplies
\$3,000	General Fund - Object Code 5000 & Mgmt. Code 106 (Supplemental & Concentration) Staff conferences
\$10,000	Object Code 4000 & Mgmt. Code 303 (Title I, Part A) --Glad Training and Membership

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students that are within 50 points of the category 'Standards Met'.

Students that are at Standards not met

Strategy/Activity

Strategies have been developed in order to give the students who are at 'Standards not Met' in order to supply those students with the opportunity to be in a reading group with the Reading Intervention teacher (TOSA).

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$ 2,500	Object Code 4000 & Mgmt. Code 303 (Title I, Part A) - Instructional materials
\$89,972	General Fund - Object Codes 1000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration)

	& Mgmt. Code 302 (REF) - TOSA-Reading Specialist.
\$23,000	Object Code 4000 & Mgmt. Code 303 (Title I) - TOSA-Reading Specialist

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Low income, foster youth, homeless youth, English learners, migrant children, Hispanic students, and students with two or more races.

Strategy/Activity

Utilize campus relations, school support personnel to ensure that students are in a safe environment and maximize their time inside of the classroom so they don't miss instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$134,100	Object Code 2000 & 3000 & Mgmt. Code 101 (General Fund) - Campus Relations Coordinator salary & benefits for 3 coordinators

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students with academic guidance, mentorship, and support by having a guidance counselor for each grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$ 50,000	PEERY Grant (REF)--Guidance Counselor (mid-year hire)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Students that are within 50 points of the category 'Standards Met'.
Students that are at Standards not met

Strategy/Activity

Provide students with intensive after school tutoring in math and ELA.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$10,000

Object Code 4000 & Mgmt. Code 303
(Title I, Part A) - Instructional materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Partner with Instruction Partners to work with deepening teacher understanding of standards and curriculum planning.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$ TBD Reserve \$10,000

PEERY Grant (REF)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide teachers extra collaboration time to better align instruction practices.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$25,000	PEERY Grant (REF)
----------	-------------------

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Partner with the SPARK internship program to provide 7th grade students with career shadowing. Provide guest speakers and field trip opportunities to career sectors for all students interested in career readiness. IN addition, have a career day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$25,000	Object Code 4000 & Mgmt. Code 303 (Title I, Part A) - Instructional materials
\$25,000	PEERY Grant (REF)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Students that are within 50 points of the category 'Standards Met'.
 Students that are at Standards not met.

Strategy/Activity

Purchase intervention material for English Language Arts and Mathematics.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$45,000	Object Code 4000 & Mgmt. Code 303 (Title I, Part A) - Instructional materials

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students with the option to take the AVID elective and include specific AVID strategies that promote academic success and organization school-wide. Additionally, provide staff with the training in all AVID strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$40,000

PEERY Grant (REF)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Create a site leadership team who make school-wide academic and culture decisions.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$10,000

PEERY Grant (REF)

\$4,200

General Fund - Object Codes 1000 & Mgmt. Code 106 and 101

Strategy/Activity 12

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide release time for peer observations, debriefs, and consultations.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	PEERY Grant (REF)
\$1,000	General Fund - Object Codes 1000 & Mgmt. Code 106 and 101

Strategy/Activity 13

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide transportation back to neighborhood schools and Westpark at 4:30PM and 6PM for students who want to take advantage of the after school programs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	PEERY Grant (REF)

Goal 2

LEA Goal: All students, PreK through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional and academic needs.

Site Goals:

1. We will increase the percentage of students designated as RFEP by 4%.
2. All students will have access to social-emotional support in the form of providing student voice, mental health support, and staff training
3. We will set high behavioral goals in the areas of:
 - A. increased attendance
 - B. decreased tardiness
 - C. decreased referrals
 - D. decreased suspensions
4. African American students and students with disabilities will increase attendance rates and decrease suspension rates.

5 Family outreach opportunities will increase to include school-wide parent communication, and opportunities for involvement in decision-making.

Identified Need

Students without access to digital experience don't do as well in school as their same age peers with access. All teachers have access to laptop or Chromebooks in their classrooms. We will expose students to the use of technology in the classroom and expose them to blended learning techniques. Students who are not in school or late to class are missing vital instruction. Additionally, students who have social-emotional needs can become overwhelmed in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2017-18	Expected Outcome	Actual Outcome 2018-19
Integrate technology into classroom instruction	Televisions and document cameras with HDMI chords have been purchased; all classrooms have access to the technology.	All classrooms have been outfitted.	All classrooms with students have been outfitted.
Update technology	New Chromebooks have been ordered for all students at RMS.	All students will be using a 1 to 1 newer laptop this school year.	All students have laptops assigned them them and have been provided laptops for home if necessary.
Utilize online programs to support student learning	Teachers and students will have access to online programs such as IXL, Summit learning platform etc.	Students will have access to IXL for math; students will also use the Summit platform for their classes.	Students utilize IXL and Summit.
Provide students and teachers access to technology on a daily basis.	All teachers will have a laptop. All students will have access to a computer laptop cart.	The site will keep all Chromebooks and teachers laptops in working condition. When and if a Chromebook or laptop is broken the district will be able to repair quickly.	Met
Integrate technology use into the teacher practice to facilitate collaboration.	Lesson plans will be uploaded to a common Google Drive folder so that they are easily accessible to administration and collaborating staff: Integrated Services Teachers and Specialists, and after school support providers. As such, classroom teachers will become more comfortable with technology as we facilitate ongoing collaboration to connect, reinforce, and build upon classroom instruction.	All teachers will integrate technology use into their classroom lesson plans on a daily basis.	Met

	Collaboration meeting notes are also shared with Principal through use of Google docs or by email.		
--	--	--	--

Strategy/Activity 1

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Newcomer program designed for recent immigrants, students who have been in the country less than 12 months, and who have little to no English proficiency. Teachers collaborate with the district curriculum department to plan lessons and develop material that will best suit the needs of the newcomer students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$35,108	Object Codes 1000 & 3000 & Mgmt. Code 320 (Title III) – Newcomer teacher salary & benefits
\$89,972	General Fund - Object Code 1000 & 3000 & Mgmt. Code 106 (Supplemental & Concentration) & Mgmt. Code 302 (REF) - See Goal 1 Strategy 2

Strategy/Activity 2

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Provide PBIS training in classroom management, establishing classroom routines and expectations, restorative practices, and responding to challenging behavior.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500	General Fund - Object Code 4000 & Mgmt. Code 101
\$6,000	Object Code 4000 & Mgmt. Code 303 (Title I)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students with experiential overnight learning activities at each grade level. Sixth grade to outdoor education at Jones Gulch, seventh grade to science camp at Yosemite, eighth grade to Washington DC.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$505,000	PEERY Grant (REF)

Strategy/Activity 4

Students to be served by this Strategy/Activity

All students

Strategy/Activity

Partner with families to close the achievement gap. This includes: parent outreach, family involvement nights, and parent university.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,021	Object Code 4000 & Mgmt. Code 303 (Title I)
\$11,979	Object Code 4000 & Mgmt. Code 303 (Title I-Part A)
\$10,000	PERRY Grant (REF)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Student supervision to ensure the campus is safe for everyone.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$134,100

General Fund - Object Code 2000 & 3000 & Mgmt. Code 101 - See Goal 1 Strategy 3 - Campus Relations salary & benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Daily rewards/system and student recognition for academics and attendance through assemblies and special events.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$11,705

Object Code 4000 & Mgmt. Code 303 (Title I)

\$3,000

Object Code 4000 & Mgmt. Code 328 (REF)

\$5,000

Object Code 5000 & Mgmt. Code 303 (Title I)

\$3000

Object Code 4000 & Mgmt. Code 405 (General Fund)

\$3,000

Object Code 5000 & Mgmt. Code 106 (Supplemental & Concentration)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students with leadership opportunities to create school culture and ensure equity of voice. This includes student council, leadership courses, and promotional events.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$20,000

PEERY Grant (REF)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Purchase a social emotional learning curriculum that would be utilized during homeroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$4,000

PEERY Grant (REF)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide a social worker on campus to help meet all student social emotional needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$50,000

PEERY Grant (REF)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Enhance student school experience with after school athletics.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$75,000

PEERY Grant (REF)

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

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. 3rd-8th grade students have a 1:1 computer ratio. In addition, the curriculum is through an online platform that requires technology proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2017-18	Expected Outcome	Actual Outcome 2018-19
Computer inventory and technology access.	All 3 rd -8 th graders will have 1:1 working computers and K-2 will have access to a class cart to be shared.	All computers will be up-to-date and working.	Met
Research around the digital divide.	Students without access to digital experience don't do as well in school as their same age peers with access.	Exposing the students to technology will increase their results on the CAASPP assessments as it is a computer based assessment.	Met

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Integrate technology into classroom instruction and continue staff training on how to utilize curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,000

Object Code 5000 & Mgmt. Code 106
(Supplemental & Concentration) – Staff
conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide classrooms with supplies to best utilize the technology.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$15,809

Object Code 4000 & Mgmt. Code
106-Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Utilize online programs to support student learning, including IXL, and the Summit Learning Platform.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$8295

Object Code 4000 & Mgmt. Code 303 (Title I)

Goal 4

LEA Goal: Ensure a smooth transition to high school for all students by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

Site Goals:

1. There will be more parent participation at school-wide meetings and functions.

2. 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.

Identified Need

All students need the guidance to have a successful transition to high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2017-18	Expected Outcome	Actual Outcome 2018-19
Sign in sheets for parent meetings.	We would like at least ¼ of the parent populations to come to meetings when we have them on the site.	The expectation is as the student population grows, and parents and students become more comfortable with the school that the involvement with parents will also grow.	Unknown
Student attendance and participation in academic and enrichment opportunities.	Students will fill the slots for afterschool program Students will participate in math enrichment and other academic enrichment courses offered.	Each year as the school grows we would like to offer more to the students to allow them to have a full well rounded middle school experience.	After school Program hosted 86 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will be informed about all high school options and registration requirements as well as be continuously guided throughout the year in order to meet those requirements by the guidance counselor and the high school transition coordinator.

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)
\$103,000	General Fund - Object Code 2000 & 3000 & Mgmt. Code 101
\$96,000	District Budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

8th grade students

Strategy/Activity

Students are connected with mentors from the 49ers Academy who will support them in any area of need.

Amount(s)

Source(s)

Assistant Director of 49ers Academy

\$120,000

Student support mentor- \$45,000

Family Support/ Outreach- \$45,000

PEERY Grant

Academy funding

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

District funding-HS Transition Coordinator/ Counselor

Annual Review and Update

SPSA Year Reviewed: 2018-19

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

LEA Goal 1: All students will receive high quality instruction in Common Core State Standards (CCSS for English Language Arts and Mathematics), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA CAASP scores	Meeting or exceeding standards 23%	51%
Math CAASP scores	Meeting or exceeding standards 15%	40%
Reading Lets go learn Scores	3.7% meeting or exceeding grade level proficiency	No longer utilized

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Standards-Aligned Instruction	Teachers will write standards-aligned instructional units for implementation of ELA and ELD state standards. <ul style="list-style-type: none"> ● Language and content objectives for each lesson ● strategies for integrated ELD within each lesson ● Connections of content to designated ELD 	\$16,100	\$16,100
Intervention	Strategies have been developed in order to give the students who are at “standards not Met” in order to supply those students with	\$200,137	\$200,137

	the opportunity to be in a reading group. With TOSA		
Utilizing staff properly	Utilize campus relations, school support personnel, and yard duty to ensure that students are in a safe environment and maximize their time inside of the classroom so they don't miss instructions.	\$115,128	\$115,128

ANALYSIS

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

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

LEA GOAL 2: All students, PreK through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional and academic needs.

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Newcomer Program	Newcomer program designed for recent immigrants, students who have been in the country 12 months or less, and who have little to no English proficiency. Teachers collaborate with District Curriculum and Instruction Coordinators to develop lesson plans and transition plans to meet newcomers' needs as they integrate into mainstream classrooms	\$125,080	\$125,080
PBIS Training	PBIS training in classroom management, establishing classroom routines and expectations, creating system to reward positive behavior, and	\$1,500	\$1,500

	responding to challenging behavior		
Parent involvement Academy Nights	Parent Involvement Academy Nights	\$4,869	\$,869
Student supervision	Yard Duty Providing a safe and supervised environment is essential in supporting students having a smooth transition at school. To support that goal we have 4 yard duty employees and one campus relations.	\$117,328	\$117,328
Student Recognition (Student of the Month, Semester Awards, and Student of the Year) and daily rewards system	Teachers will recognize outstanding students in the areas of improved academics, academic excellence, leadership, and achievements in honoring the school motto of Be Safe, Be Respectful, and Be Responsible.	\$11,305	\$11,305

LEA GOAL 3: 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.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Integrate technology into classroom instruction.	Integrate technology into classroom instruction.	\$3,000	\$3,000
Update technology	Update technology for all students and teachers including televisions as monitors, document cameras, and newer Chromebooks for student use	\$28,110 (General Fund)	\$28,110 (General Fund)
Utilize online programs to support student learning	Utilize Google Classroom, RAZ Kids in the classroom in an intentional way to support student learning.	\$2,243.62	\$,243.62

LEA GOAL 4: Ensure a smooth transition to high school by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Parent Involvement	School Sites will hold evening events and meetings for parents and families to involve in the school community. The assembly team will hold an assembly to introduce school rules, and elective courses. the AVID students will have access to the AVID curriculum and will have weekly tutoring. Teachers participate in shared professional development with M-A with a focus on supporting English Learners through student talk.	\$209,829 (Mgmt. Code 328) REF	\$209,829 (Mgmt. Code 328) REF

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

LEA Goal 1: All students will receive high quality instruction in Common Core State Standards (CCSS for English Language Arts and Mathematics), Next Generation Science Standards (NGSS) and other California State Standards (ELD, Music, Art, Social Studies, PE) from highly qualified, trained, and professionally supported teachers.

Last year, the staff and RMS worked to implement a new curriculum and establish new traditions. Student scores did increase and the training will continue into 2019-20.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no difference between the proposed and estimated actuals.

LEA GOAL 2: All students, PreK through 8th grade, will have equitable access to programs, supports, and services as needed to respond to student behavioral, social emotional and academic needs.

The Ravenswood Middle School community works very hard to provide equal access to opportunities for all students. We worked with the CASSY (school based counseling) last year to provide behavioral supports with our students; we also had an academic counselor. Last school year we had a parent liaison that worked with the school community to make sure students and parents were able to receive access to behavioral, emotional, and academic supports. We were able to team up with the East Palo Alto Library who offers free tutoring to students on Saturdays, and this year they have even expanded the hours to be during the week.

Many of our students are successful with our onsite after school program that also offers academic supports at a no cost to families.

We continue to value our families within our communities and will always provide additional supports and access to academics, behavioral, and social emotional supports. This is a major priority within the school, and the Ravenswood City school district.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

I can only estimate what was spent last year as I was not here and did not receive an accurate budget or spreadsheet in the transition.

LEA GOAL 3: 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.

Last school year the RMS staff provided makerspace as an elective for students. Along with a full time makerspace teacher, students were able to be provided 1 to 1 Chromebooks to be used in all core content areas. Along with the 1 to 1 Chromebooks teachers were using curriculum that was online based called study sync. Not only were they able to use study sync as a curriculum, a math curriculum was adopted called big ideas that used online tools as well. Students were able to navigate the curriculum with their Chromebooks on a daily basis.

Each classroom was installed with a HD television and a document camera, this would allow the students to see items more clearly, and the teacher could project or cast from their computers to the televisions in their classrooms.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no difference between the proposed and estimated actuals.

LEA GOAL 4: Ensure a smooth transition to high school by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

There were no 8th graders at Ravenswood Middle School last year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no difference between the proposed and estimated actuals.

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 school wide 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 school wide 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 School site 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 school wide 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 School wide 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>

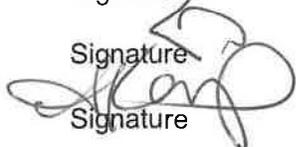
Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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)**:

- | | |
|---|---|
| State Compensatory Education Advisory Committee | Signature |
| English Learner Advisory Committee | Signature  |
| Special Education Advisory Committee | Signature |
| Gifted and Talented Education Advisory Committee | Signature |
| District/School Liaison Team for schools in Program Improvement | Signature |
| Compensatory Education Advisory Committee | Signature |
| Departmental Advisory Committee (secondary) | Signature |
| 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:

<u>Amanda Kemp</u>	<u>Amanda Kemp</u>	1/10/2020
Typed name of School Principal	Signature of School Principal	Date
<u>Jason Tarn</u>	<u>[Signature]</u>	1/10/2020
Typed name of SSC/ELAC Chairperson	Signature of SSC/ELAC Chairperson	Date