

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sutter Creek Elementary	03-73981-6002877	September 5, 2019	November 6, 2019

Purpose and Description

The purpose of this SPSA is to create a clear plan and process to help **all** students at Sutter Creek Elementary grow academically, emotionally, and socially during the 2019-2020 school year. The plan provides actions, strategies, and funding sources to meet the needs of our students, staff, and school families. The plan is used to set reasonable goals and expected outcomes and to provide ways to meet these goals and outcomes that will support students, staff, and our school families. A large focus is to support our at-risk students in building capacity to meet the rigorous state standards.

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

The school's plan for effectively meeting the ESSA requirements in alignment with the LCAP and other federal, state, and local programs is to provide professional development for teachers that will provide the extra support needed to improve academic, emotional, and social growth for our students. In addition, various other strategies will be implemented to support our LEA LCAP goals as outlined in the plan below.

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 school consulted with the School Site Council (SSC), which includes parents and staff, to review and update the SPSA. The SSC met on August 22, 2019 and September 5, 2019, to review and discuss previous goals, growth, and new goals and expected outcomes and what plans and programs we could implement to help support the new goals and outcomes. Determining the school's highest priorities and determining what activities will be the most effective to help support the most growth for our school and students was the priority for the SSC. In addition, the school site leadership team, which consists of the school Principal and teachers, met to discuss the priorities for Sutter Creek Elementary. SSC was determined after a ballot and voting process took place. Notifications for openings on site council were sent home to families in May 2019. Ballots were then sent out to elect a new Site Council on August 14, 2019.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LEA LCAP Goal: By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education (vocational) courses by 100%.

Site Goal: In the area of Language Arts and Mathematics, as measured by the CAASPP scores, students who meet or exceed the standard for overall scores will increase. Overall scores will increase by 5% for each grade level for both ELA and math as measured by the 2019-2020 CAASPP data.

Identified Need

3rd through 6th grade students' performance on the SBAC English-Language Arts and Mathematics assessments were below expectations, which indicates a need for more support for struggling students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>English Language Arts: 45% of 3rd grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.</p> <p>47% of 4th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.</p> <p>63% of 5th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.</p> <p>37% of 6th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.</p>	<p>50% of all SCE 3rd grade students will meet or exceed standards based on scores from April/May 2020 CAASPP data.</p> <p>50% of all SCE 4th grade students will meet or exceed standards based on scores from April/May 2020 CAASPP data.</p> <p>52% of all SCE 5th grade students will meet or exceed standards based on scores from April/May 2020 CAASPP data.</p> <p>68% of all SCE 6th grade students will meet or exceed standards based on scores from the April/May 2020 CAASPP data.</p>
CAASPP	Mathematics:	

51% of 3rd grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.	56% of all SCE 3rd grade students will meet or exceed standards based on scores from April/May 2020 CAASPP data.
33% of 4th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.	56% of all SCE 4th grade students will meet or exceed standards based on scores from April/May 2020 CAASPP data.
32% of 5th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.	38% of all SCE 5th grade students will meet or exceed standards based on scores from April/May 2020 CAASPP data.
28% of 6th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2019.	37% of all SCE 6th grade students will meet or exceed standards based on scores from April/May 2020 CAASPP data.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Site professional development through: 1. Amador Rural Professional Learning Network/PIVOT Learning to develop strategies to support student learning in the area of mathematics, 2. Trainers from Sacramento County Office of Education to do professional training on the use of struggle problems and number talks in the classroom to build mathematical understanding and pedagogical strategies to support its development, 3. Joyful Classrooms (Brittany Cufaude) to focus on balanced literacy (reading and writing) in the classroom in the area of English Language Arts, 4. Other professional development that becomes available and will support the areas of English-Language Arts and Mathematics, or instructional practices.

Provide teachers and staff the opportunity to attend conferences that would support math practices, balanced literacy, writing, or supported at risk students. Any additional Professional Development offered through the Amador County Unified School District will be attended by teachers and staff as applicable for ELA, Mathematics, or any other content area.

This professional development will support our teachers in helping all of our students, including at-risk students, in making growth towards meeting or exceeding the rigorous state standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5,000 PD
\$800 (extra time and mileage)

Title 1 Funds
01.3010.0.5800.1110.1000.009.000 (Consultants)
01.3010.0.1170.1110.1000.009.000 (Substitutes)
01.3010.0.1140.1110.1000.009.000 (Extra time)
01.3010.0.5230.1110.1000.009.000 (Mileage)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Printing of supplemental materials to support our at-risk students in meeting rigorous academic standards for mathematics and English language arts. This could include Engage New York mathematics materials, San Francisco Unified mathematics materials, Benchmark Advance supplemental materials, or Fountas and Pinnell supplemental materials. These materials will help to support *all* of our students in meeting rigorous academic standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,500

LCFF
01.0000.0.4310.1110.1000.009.000
Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase school-wide educational computer programs to support ELA and Mathematics in the classroom including Moby Max, Accelerated Reading, Starfall, Reading A-Z, Fountas & Pinnell book leveler program, ALEKS math, and Ed1Stop. These supplemental programs will support *all* students in meeting rigorous academic standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,000	LCFF Supplemental 01.0000.0.5807.1110.1000.009.095

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide opportunities for teacher collaboration and observations of other teachers, including district instructional coaches, with substitutes to cover classrooms. This collaboration time may include data analysis, instructional practices, vertical articulation, grade level agreements, best first instruction strategies, reviewing curriculum framework, or lesson planning. In addition, providing teachers with the opportunity to visit other high achieving schools to observe what those teachers are doing to help their students succeed. Through these practices, all students, including at-risk students, will be supported in meeting rigorous academic standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Title 1 01.3010.0.1170.1110.1000.009.095 (Substitutes) LCFF Supplemental 01.0000.0.1170.1110.1000.009.095 (Substitutes)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Students who are determined to be working below grade level who are at risk of not meeting grade level standards will work with the intervention teacher for English Language Arts, Math, or both as determined by the classroom teacher, intervention teacher, and administrator.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

District Funded (LCAP)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Coaching Conversations between the Superintendent and Principal as well as between the Principal and Teachers to build instructional strategies, promote growth mindset, and provide support for the Principal, Teachers, and students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

Not applicable

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote attendance through resources available from attendancesworks.org, send home flyers, information in the monthly newsletter to parents, messaging through in-touch, and by providing the "Attendance Flag" to the class with the least number of unexcused absences and tardies each month based on percentages. Research shows that when students miss school it has a negative impact on their academic achievement. By improving overall attendance, we should see an improvement in overall academic success for *all* students. This activity can also support our site goal #2, and #3.

Amount(s)

Source(s)

\$0

No Cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote reading using a reward/incentive program to get students excited about reading. These programs may include lunch with the Principal; “Mrs. Peters Readers”, where we encourage students to read books and then the student gives the book a rating to share with other students; lunch with a teacher; an ice-cream party for those students who meet a particular goal; etc. A more defined plan is being developed to help support *all* of our students in learning the love of reading. Through these practices, all students, including at-risk students, will be supported in meeting rigorous academic standards.

Amount(s)

Source(s)

\$2,000

LCFF
01.0000.0.4310.1110.1000.009.000
Materials and Supplies

Goal 2

LEA Goal: By 2020, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

Site Goal: By May 2020, the percentage of students who feel a connection to school as evidenced by the California Healthy Kids Survey will increase from 77% to at least 80%. In addition, we will focus on attendance through messaging and educating families about the importance of being at school every day. EVERY DAY MATTERS!

Identified Need

The California Healthy Kids Survey (CHKS) data from 2019 showed that 77% of our students felt connected to the school. We would like to increase the number of students who feel connected to school.

Total unexcused absences at SCE for 2018-2019 were 524 overall (TK-6)

Total unexcused tardies at SCE for 2018-2019 was 1,504 overall (TK-6)

Total students suspended at SCE in 2018-2019 was < 1%. (TK-6)

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CHKS	Students who feel a connection to the school was 77% overall.	Students who feel a connection to the school will increase to at least 80%
Attendance	Total unexcused absences for the 2018-2019 school year were 524 overall (TK-6). Total unexcused tardies for the 2018-2019 school year were 1,504 overall (TK-6)	Total unexcused absences for the 2019-2020 school year will be less than 450 overall. (TK-6) Total unexcused tardies for the 2019-2020 school year will be less than 1,000 overall (TK-6)
Discipline	<1% of students got suspended	Less than 1% of students will be suspended.

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

Positive Behavior Interventions and Supports (PBIS) will be used school wide. PBIS themes will be in place every week. Teachers and staff will review expectations related to those themes. (Playground, cafeteria, restrooms, hallways, etc.) "Pawsitives" will be given by teachers/staff to students who are showing positive behavior in these PBIS areas discussed each week. When students earn "Pawsitives" they earn an extra period of recess time on Friday afternoons at the upper elementary. At the primary school, students will put their "Pawsitives" into a drawing and names will be drawn for prizes each Friday. "Pawsitives" will also be given to school staff to promote a positive school climate/culture. A drawing will be done at each staff meeting to award staff members with gift certificates to local businesses.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$500

LCFF Supplemental
01.0000.4310.1110.1000.009.095

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Buddy benches will be used at each campus to promote kindness and inclusion at school. Students can sit at the buddy bench if they are feeling lonely and need support from their peers during recess or lunch time.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Paid for by Parent Teacher Organization

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

School Counseling services will be provided on an as needed basis. The school counselor is available at Sutter Creek Elementary 2.5 days per week. Counselor will also provide classroom presentations reviewing social/emotional behaviors, anti-bullying information, etc. as needed.

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 Funded (LCAP)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family nights will be planned at Sutter Creek Elementary and Primary Schools to build school culture and climate. These events will be focused on both education and fun. Through the family engagement nights, the school promotes and strengthens parent and family engagement with our

Title 1 program. Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including the planning, development, and evaluation of such activities, programs, and systems.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,519	Title 1 01.3010.0.5800.1110.1000.009.000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support social/emotional and physical health for our students, trauma informed strategies will be supported and used in classrooms. This could include mindfulness, brain breaks, and other research based strategies or materials to support students and teachers. In addition, social/emotional professional development for staff may be provided if it becomes available. This may include Mindfulness training. In addition restorative justice practices will be used at Sutter Creek Elementary to help build and restore relationships and minimize suspensions. A book study using the book Hacking School Discipline: 9 Way to Create a Culture of Empathy and Responsibility Using Restorative Justice, will be done with teachers during the school year to help learn successful approaches to restorative justice practices. These practices will help support *all* of our students to meet the rigorous state standards and promote an environment where students feel safe and welcome.

Amount(s)	Source(s)
\$3,000	Title 1 01.3010.0.5800.1110.1000.009.000 (Prof. Services) 01.3010.0.1170.1110.1000.009.000 (Substitutes) 01.3010.0.1140.1110.1000.009.000 (Extra time) 01.3010.0.5230.1110.1000.009.000 (Mileage) 01.3010.0.4310.1110.1000.009.000 (Materials)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support art education and support students with trauma, professional development training with Amy Bultena (Stanislaus County), will be provided to teachers and staff on providing art enrichment across the curriculum and helps students who have experienced trauma. These practices will help support *all* of our students to meet the rigorous state standards. It will also help to support teachers in supporting students who may have experienced trauma.

Amount(s)

Source(s)

\$4,902	LCFF (Art Supplemental) 01.0709.0.5800.1208.1000.009.095 (Prof. Services) 01.0709.0.4310.1208.1000.009.095 (Materials/Supplies) 01.0709.0.1170.1110.1000.009.095 (Substitutes)
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Goal 3

LEA GOALS: LCAP Goal 2 – By 2020, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

Action 2 - Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs.

SCHOOL GOAL: Increase and improve home/school communication by using various communication tools including in-touch messaging (texts, e-mails, and phone calls), newsletters home each month, and flyers in Tuesday envelopes.

Basis for this Goal

Data received on the 2018-2019 Sutter Creek Elementary communication survey shows that parents/guardians prefer a variety of methods of communication in receiving information about school. The data shows that of those surveyed 63% prefer communication by text message or e-mail.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Surveys	2018-2019 SCE communication survey showed that 89% of	2019-2020 SCE communication survey will show that 90% of

	parents/guardians felt that SCE does a good job of communicating school information.	parents/guardians are happy with the communication received from the school.
Volunteer logs	.	2019-2020 School Volunteer Logs, school events, and family engagement night sign- in sheets will show at least 40% of family participation in events at school. (Back to school night, family engagement nights, classroom volunteer sign in sheets, etc.)

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

Increase parent/family engagement through “Pastries with the Principal” three times a year at each site (1 time per trimester) for a total of six. This will be a time for parents/guardians to meet and talk with the school administrator in a relaxed and comfortable environment over coffee and pastries. This will allow the principal and families to build a positive relationship that will support positive school culture and climate.

Amount(s)

Source(s)

\$500

LCFF Supplemental
01.0000.4700.1110.2700.009.095

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve family/parent communication through In-Touch messaging including e-mail, text messages, and phone calls, monthly newsletters, and informational flyers. Use district resources to translate communications for Spanish speaking families (letters, flyers, phone calls, etc.). District Liaison for

translations when needed. This will help to build a positive relationship that will support positive school culture and climate.

Amount(s)	Source(s)
\$100	LCFF Supplemental 01.0000.0.4310.1110.1000.009.095

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

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

Overall, we implemented 5 of our 7 strategies/activities for Goal #1, 6 of our 6 strategies/activities for Goal #2, and 2 of our 2 strategies/activities for Goal #3 of our 2018-2019 SPSA. Overall effectiveness of the strategies/activities was successful, and we have made some changes to the current SPSA goals based on what we learned from the previous year.

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

There were no major differences between the intended implementation and the budgeted expenditures for the 2018-2019 SPSA.

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

Changes made to previous goals in the SPSA were based on the most recent data available through CAASPP scores, the California Healthy Kids Survey, Professional Development opportunities and learning, and attendance data. Any changes added to this plan are to promote growth in the areas our goals are written around. This growth will be measured using the resources presented in each goal and/or activity listed above.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$16,379
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$37,212

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 (\$)
	\$
	\$
	\$
	\$
	\$

Subtotal of additional federal funds included for this school: \$ 0

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 (\$)
LCFF	\$15,931
LCFF Art	\$4,902
Lottery (not included in this SPSA)	\$22,756

Subtotal of state or local funds included for this school: \$ 43,589

Total of federal, state, and/or local funds for this school: \$59,968

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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