School Year: 2019-2020

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date	
El Toro Health Science Academy Principal Darren McDonald	43 69583 6109375	May 21, 2019		
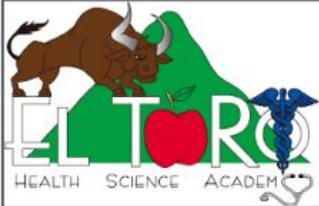
Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

El Toro Elementary was named after a local geographical feature of the area, the 1,403 foot El Toro mountain to the west. The mountain is an important part of Morgan Hill's history; the well-known pioneer settler Martin Murphy, Sr. came to live near this mountain in 1844 and it was his granddaughter Diana who married Hiram Morgan Hill. El Toro Elementary School was formally opened in 1990 in portables, with Kindergarten through Third Grade classes. The school buildings were completed for the 1993-1994 school year and all classes were moved out of the portables. Today, El Toro Health Science Academy has a full Transitional Kindergarten through Fifth Grade program.

El Toro HSA has served students in the Morgan Hill Unified School District since 1991. The student and staff population reflect Silicon Valley's economic and ethnic diversity, including physical and social complexities. El Toro HSA encourages a family

environment of supporting students with in grades TK-Fifth Grade and special learning challenges for the Preschool ages. The school climate fosters awareness, acceptance and a growth-mindset, which help all students, staff and families grow in character. No matter the age, El Toro students are challenged to display their personal best in pursuit of lifelong goals, dreams and aspirations from their academic successes.

At El Toro Health Science Academy, we believe that a nurturing and supportive environment is key to meeting the needs of our students. Our school is a learning community of students, staff, parents and professional educators who share the belief that all children can learn, have can do attitude and find joy in the discovery of knowledge. This is the inaugural year of our Health Science focus implementation. We are a child-centered school, committed to preparing our diverse student population with a technology integrated quality education with a focus on developing critical analytical skills in the Health Science focus and providing students the support necessary to maximize their potential so that they become lifelong learners and positive contributors to our global society.

We believe in maintaining a strong partnership between parents, students, and teachers to ensure that all students develop the academic and social skills needed to achieve the high expectations set for them.

Our school community has an enrollment of 388 students for students grades K-5 according to the California School Dashboard. 49.2% of our students are socioeconomically disadvantaged, 15.2% of our students are English Language Learners.

EL TORO HEALTH SCIENCE ACADEMY
VISION

El Toro Health Science Academy students receive an excellent education and are empowered to succeed in school. Our students are prepared to achieve in our diverse, global society and make meaningful contributions in their community. Students are critical thinkers and problem solvers who thrive in the challenges of the 21st Century.

MISSION

El Toro Health Science Academy's central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential. We model and nurture civility, respect, compassion, personal responsibility, curiosity and integrity in an environment of diversity, equity, and service.

We, the El Toro Health Science Academy staff, hold these beliefs for our students:

- Students should always be respectful and learn best in a safe, engaging, caring and supportive environment.
- Powerful learning takes place when students connect life experiences with learning.
- Students need clear and high expectations with multiple pathways in which to learn.
- Strong positive communication builds bridges.
- An important component for student success is the partnership between students, parents, teachers, and the community.
- Learning is a lifelong process.

We are consistently working to maintain a positive learning environment and grow student achievement using researched based and results driven best practices to deliver high quality instruction/assessment in math and reading. We are staying focused on providing lessons to meet the diverse needs of our children and learning the best ways to teach children as a learning community. Our school focuses on the three factors of high achieving schools: direct explicit instruction, the response principle, and a multi-source curriculum. We believe children need to talk about their learning both during direct instruction, hands-on activities, and in small group instruction. El Toro is a very unique school in that our school culture represents a kind, caring and collaborative environment. This is directly modeled by our teaching staff to students, parents and community as a whole. We value the importance of a calm, controlled and engaging learning environment that promotes students' thinking rather than memorization without meaning.

Our After-School program, *The Stampede,* supports reading, math, and homework intervention two days a week using, computer-assisted instruction and small group instruction from teachers. Students participate in an hour long academic setting at their grade level receiving support from site teachers. Then, the second hour, students are able to choose from a menu of activities ranging from sports, art, drama, computer coding, spanish, gardening and more.

- Our 5th grade students attend a 4 day Science Camp.
- Our school-wide intervention practices include TK thru 5th grades and multiage reading and math support.
- Our Home and School Club has been very active in fundraising and organizing community events.

Our school continues to strive to increase our student attendance rate, which reflects our belief in students being present as a core contributor to student success.

The core curriculum is differentiated and based on the California Common Core State Standards, which provide our students rigorous academic learning expectations. Services are an integral part of the school day and may be augmented by a pullout program for special activities outside the classroom, after-school enrichment, or independent study projects.

We have one full-time Resource Specialist Program (RSP) teacher and one assistant who work with our special education students. We have a speech therapist two days a week and a psychologist five days a week. Resource students stay in the regular classroom

as much as possible, but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom, they receive accommodations according to their Individualized Education Programs (IEPs). Examples include more time to take tests, sitting close to the teacher, or altered homework. Our resource students have mild to moderate learning differences. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary. We also have a preschool speech program.

Our teachers deliver instruction to our English learners with a focus on addressing language development and acquisition through an ELD period and core content instruction. Designated teachers teach English Language Development (ELD) intensively during 1 instructional period (45 minutes) to English Learners based on individual CELDT levels. All of our English learners are in regular classrooms and we provide differentiated instruction to their level of comprehension. All of our teachers attend seminars that address ways to present subject matter to English learners, and we plan further training and professional development in instructing the ELD standards. Many of our English learner students have intervention opportunities via computer based programming to supplement the daily primary instruction. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1.   **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

2.   **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

3.   **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include: The SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's **mission and vision**. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority areas**. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students.

Along with the district, the current three year LCAP continues to be organized under three goal areas:
1. **College and Career Readiness**: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.

2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

El Toro Health Science Academy will…
1. Continue to gain knowledge about Multi-Tiered System of Supports (MTSS) as El Toro Health Science Academy strives to support all students at all levels of knowledge and understanding.
2. Utilize professional development opportunities at the district and site level to ensure systematic and high quality instruction in every classroom on campus.
3. Continue to adapt and implement systematic interventions to ensure that all El Toro students are successful.
4. Create clear and concise behavioral expectations through our sustained work with PBIS and formal training this school year.
5. Expand our consistent classroom policies focusing on creating inclusive environments through the use of flexible seating.
6. Host various parent orientation/education opportunities such as Back to School Night and Open House and maintain good parent attendance at advisory council meetings including Home & School Club, School Site Council, and ELAC.
7. Develop a sustainable plan with Home and School Club regarding the number of fundraisers and events requiring parent volunteers.

Continue to enrich/enhance our expanded learning opportunities for all students.

El Toro Health Science Academy goals are as follows:

Reading - In alignment with the LCAP assessment calendar, students will increase their reading proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2019.

ELD - By June 2019, 15% of all ELL students in grades 2-5 will reclassify as Fluent Proficient meeting the district criteria for Redesignated Fluent English Proficient.

Mathematics - In alignment with the LCAP assessment calendar. students will increase their math proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2019.

Professional Development - Through the implementation of Common Core State Standards, all teachers will continue with ongoing training in Common Core for Reading, Math, NGSS, GLAD, Guided Reading, and Writer's Workshop. Teachers will continue to define and implement best practices of instruction to show a rate of gain as measured by student work samples, classroom observations, and weekly collaboration. By June 2019, all teachers will continue training in Common Core ELA, ELD, Math, Science, and with an emphasis on writing as measured by weekly PLC meetings, district and county training, and curriculum experts at the school level.

School Climate - By June 2019, El Toro Health Science Academy will create a positive learning environment for the entire school community as measured by sustained enrollment, positive attendance rate of at least 97%, California Healthy Kids survey results, and a reduction of recidivism rate for disciplinary actions.

GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

El Toro Health Science Academy shown the highest progress in English Learner progress. El Toro HSA is approaching standards in Mathematics and in English Language Arts. El Toro continues to make progress toward reaching state levels of proficiency in English and Math. The other measure showing progress is the School Climate and Conditions in respect to the suspension rate, we declined 0.9% from last year and stand in the Green zone on the State Dashboard.
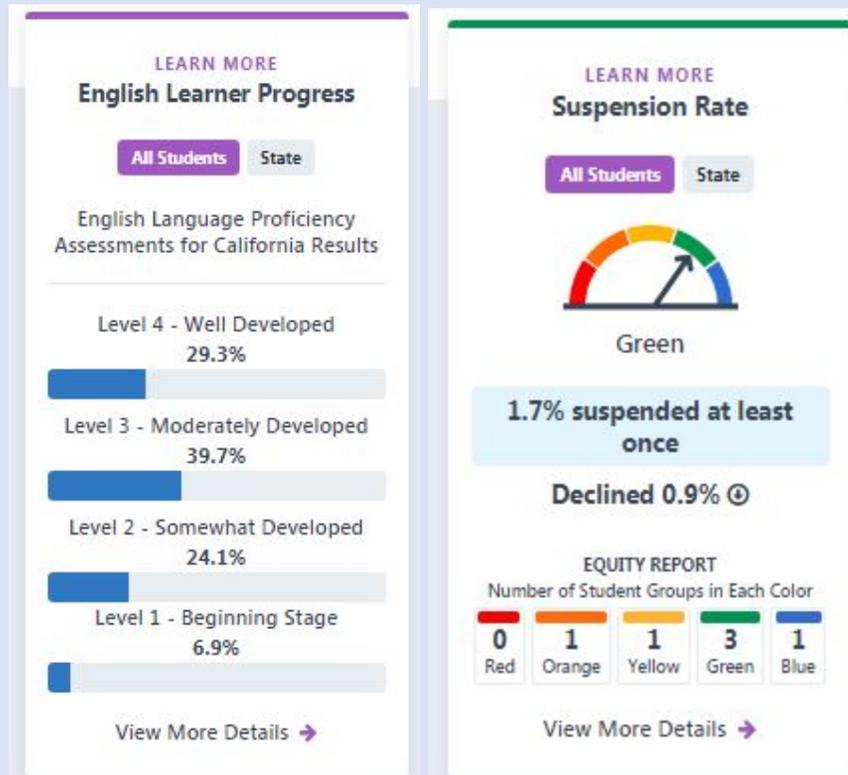
English Learner Progress and School Climate from the State Dashboard:

Purpose and Description

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

Plan Description: As we analyze the CAASPP data, we see success but also note that we have a distance to go to reach proficiency in ELA and in Math. The site plan will address the need to continue our successes in growing toward proficiency in both ELA and Math. We will be focusing explicitly on teaching strategies in Reading, Writing with English Language Development strategies, and Math. El Toro's site plan will utilize the MTSS model to address both general support and improvement in ELA and Math proficiency for all students. In addition, Title 1 funds will provide for instructional supports for students who struggle whether they are low SES or English Learners. These targeted interventions will include small reading group instruction, additional support reading groups, professional

development in English Language Development strategies, targeted writing instruction strategies and Math professional development to implement guided math practices.

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:
  California Public School Dashboard Indicator Needs: El Toro doesn't have any area in the red zone on the dashboard. In the Orange zone for attendance; in the Orange zone for ELA: Low SES, English Learners; In the Orange zone for Math: Low SES, English Learners.
  California Public School Dashboard Gaps: El Toro does not display any gaps on the dashboard.

Local Assessment Data: Analysis of the site's reading growth reveals a potential correlation between students who succeed in reading growth with those whose attendance is consistent. Likewise, students whose attendance is less consistent show less progress in their reading levels. As a result, the school incorporates elements of the PBIS plan to encourage attendance.

Stakeholder Identified Needs: El Toro will focus its site plan on improving student proficiency in English Language Arts and Math. In addition, the school will work to educate families about the importance of consistent attendance and will focus on strategies that engage students to want to be in school. El Toro will focus on writing strategies to improve students' ability to communicate what they know on tests such as ELPAC, CAASPP, and district benchmark exams. These goals were developed in discussions with the instructional staff, the SSC, and the ELAC committee while examining state and local data.

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.

ELA and Math: The El Toro staff and site plans have focused primarily on helping students become fluent readers and writers. English Learners and students of poverty often struggle in reading due to less academic language acquisition and an experience gap that inhibits language acquisition. By supporting struggling readers and promoting early literacy, El Toro students will continue to show progress toward language fluency which allows them full access to the rich curricular content of their education. Next, El Toro will focus on professional development for math instruction. Changing math practices will give students greater access to key concepts and develop math fluency. Focusing on a growth mindset will teach all students that they have math skills and developing small group instruction will give all students greater opportunities to demonstrate their learning and to learn from one another. Small group instruction lowers the affective filter for English Learners, low-income students and foster youth who might otherwise feel intimidated to speak in class and share their knowledge. Continuing this practice in literacy and developing it in Math will expand opportunities to engage deeply with the core curriculum. El Toro teachers will focus on writing strategies. This will serve students in several ways. One, writing in the content areas is positively correlated with memory retention. Writing reflections in Math lessons, for example, will help students cement the ideas explored in the lessons and give them an elevated starting point when they return to the concepts throughout the school

year. Two, writing is required in testing to demonstrate understanding of key concepts. Many students actually know far more than they feel comfortable saying through their writing. By deepening students' ability to write, especially English Learners, we will reveal student talents and allow their true gifts to shine. El Toro teachers will review professional development strategies and augment them in consultation with Constructed Meaning professional development. These practices specifically target students with language development needs. English learners and low SES students often have far fewer words in their vocabulary. Supporting their development of language in speaking, listening, reading and writing will increase their ability to understand academic content and to bring their unique contributions to the classroom.

Stakeholder Involvement

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

The primary creation of the SPSA was accomplished through the site Distributed Leadership Team (DLT) and approval by the School Site Council at the monthly meetings. This occurred over several meetings in Spring 2017. Other stakeholders with input were our ELAC organization, grade level teams, student organizations, and public safety personnel. Input that informs the SPSA is gathered throughout the school-year as this a working document and needs to be revisited and revised during the year.

School Calendar
District Calendar
Home and School Club Newsletter

Resource Inequities

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

The ELAC committee recommendations were accepted by the School Site Council and the actions of the 2018-19 SPSA were continued in the 2019-20 SPSA. Both the SSC and the ELAC recommended keeping the reading supports and begin an emphasis on mathematical instruction. The El Toro instructional staff are interested in keeping the reading programs in order to continue to provide differentiated guided reading in their Tier 1 instruction and supplemental reading supports to struggling readers and early readers in our Tier 2 programs. Each staff member will join a writing and Math professional development cohort. Together. they will study instructional strategies that facilitate student learning and address the needs of English Learners and low SES students. All of these concerns are reflected in the goals of the SPSA.

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

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

To increase English Language proficiency in Reading and Writing for all students, to increase Math proficiency for all students; and to meet the needs of Hispanic and English Learners by making academic content more accessible through Constructing Meaning strategies of instruction.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
CAASPP (Dashboard) **ELA** status/change --All student Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3 Grade 4 Grade 5 --EL	**CAASPP (Dashboard)** **ELA** status/change --All student Grade 3 (2411.1/status only) Grade 4 (2438.9/15.0) Grade 5 (2455.6/19.0) --Low SES Grade 3 (2393/status) Grade 4 (2365.5/-4.50) Grade 5 (2442.3/22.90) --SWD--no score due to small n Grade 3 (NA) Grade 4 (NA) Grade 5 (NA) --EL--no score due to small n	**CAASPP (Dashboard)** **ELA** status/change --All student Grade 3 (2390.5/status only) Grade 4 (2415.1/ 4.0) Grade 5 (2476.7/ 37.8) --Low SES Grade 3 (2357.1/status) Grade 4 (2387.7/ -5.3) Grade 5 (2428.2/ 62.7) --SWD--no score due to small n Grade 3 (NA) Grade 4 (NA) Grade 5 (NA) --EL--no score due to small n	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

Grade 3
Grade 4
Grade 5
Math status/change
--All student
  Grade 3
  Grade 4
  Grade 5
--Low SES
  Grade 3
  Grade 4
  Grade 5
--SWD
  Grade 3
  Grade 4
  Grade 5
--EL
  Grade 3
  Grade 4
  Grade 5
Science status/change
Grade 5 only
--All student
--Low SES
--SWD
--EL
	Grade 3 (NA)
	Grade 4(NA)
	Grade 5 (NA)
	Math status/change
	--All student
	  Grade 3 (2414.3/status)
	  Grade 4 (2454.9/7.10)
	  Grade 5 (2456.1/-64.0)
	--Low SES
	  Grade 3 (2396.1/status)
	  Grade 4 (2414/5.70)
	  Grade 5 (2437.9/-6.30)
	--SWD
	  Grade 3 (NA)
	  Grade 4 (NA)
	  Grade 5 (NA)
	--EL
	  Grade 3 (NA)
	  Grade 4 (NA)
	  Grade 5 (NA)
	Science status/change
	Grade 5 only: no score new test
	--All student (NA)
	--Low SES (NA)
	--SWD (NA)
	--EL (NA)
		Grade 3 (NA)
		Grade 4(NA)
		Grade 5 (NA)
		Math status/change
		--All student
		  Grade 3 (2396.8/status)
		  Grade 4 (2426.0/ 11.7)
		  Grade 5 (2480.9/ 26)
		--Low SES
		  Grade 3 (2373.1/status)
		  Grade 4 (2401.3/ 5.2)
		  Grade 5 (2445.1/ 31.1)
		--SWD
		  Grade 3 (NA)
		  Grade 4 (NA)
		  Grade 5 (NA)
		--EL
		  Grade 3 (NA)
		  Grade 4 (NA)
		  Grade 5 (NA)
		Science status/change
		Grade 5 only: no score new test
		--All student (NA)
		--Low SES (NA)
		--SWD (NA)
		--EL (NA)		

NWEA MAP Assessment **Fall to Winter** Growth: **ELA** --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 **Math** --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 **Science** --Grade 2	**NWEA MAP** **Fall to Winter** School Growth: **ELA**　　　School　　National --Grade K --Grade 1 --Grade 2　　no scores --Grade 3　4.4　　5.3 --Grade 4　4.2　　3.9 --Grade 5　4.1　　3.0 **Math** --Grade K --Grade 1 --Grade 2　　no scores --Grade 3　7.6　　5.6 --Grade 4　1.9　　4.7 --Grade 5　6.1　　4.1 **Science** --Grade 2	**NWEA MAP** **Fall to Winter** School Growth: **ELA**　　　School　　National --Grade K --Grade 1 --Grade 2　　5.1　　9.5 --Grade 3　　7.2　　7.3 --Grade 4　　3.0　　5.5 --Grade 5　　5.2　　4.3 **Math** --Grade K --Grade 1 --Grade 2　　8.5　　9.5 --Grade 3　　2.4　　7.8 --Grade 4　　6.6　　6.4 --Grade 5　　5.4　　5.4 **Science** --Grade 2	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

--Grade 3 --Grade 4 --Grade 5	--Grade 3 --Grade 4 --Grade 5 NA	--Grade 3 --Grade 4 --Grade 5 NA		
Dashboard Academic Indicator Groups in Red/Orange:	**Dashboard Academic Indicator** ELA Red = none Orange = SED, EL Math Red = none Orange = SED, EL	**Absenteeism** Red= EL, Homeless, SED, Hisp. Orange=ALL, SWD, White **Suspension** Orange= EL **ELA** Red= SED Orange= All, EL, Hisp **Math** Orange=All, EL, Sed, Hisp	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group
Biliteracy --EL Progress --EL status & change --EL Reclass Rate	**Biliteracy** --EL Progress: **Green** --status & change: **High 81% / +6.8%** --Reclass Rate: **25.5%**	**Biliteracy** With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure..Reclass Rate: = 0%	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories

Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	Fountas & Pinnell by grade --Avg K Fall: B --Avg K Mar: C --At level Mar: 53.8% --Avg 1 Fall: E --Avg 1 Mar: G --At level Mar: 69.6% --Avg 2 Fall: K --Avg 2 Mar: L --At level Mar: 73.1% --Avg 3 Fall: N --Avg 3 Mar: O --At level Mar: 58% --Avg 4 Fall: Q --Avg 4 Mar: R --At level Mar: 40% --Avg 5 Fall: T --Avg 5 Mar: U --At level Mar: 51%	Fountas & Pinnell by grade --Avg K Fall: B --Avg K Mar: C --At level Mar: 52.7% --Avg 1 Fall: F --Avg 1 Mar: I --At level Mar: 41.6% --Avg 2 Fall: J --Avg 2 Mar: K --At level Mar: 61.2% --Avg 3 Fall: M --Avg 3 Mar: N --At level Mar: 38.6% --Avg 4 Fall: O --Avg 4 Mar: P --At level Mar: 46.7% --Avg 5 Fall: Q --Avg 5 Mar: S --At level Mar: 34.0%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age
Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	**Special Education** non SLP --# Referrals: 53 --# Qualified: 11 --# Exited: 0 --% Non EL: 82 --% EL: 18	**Special Education** non SLP --# Referrals: 21 --# Qualified: 7 --# Exited: 3 --% Non EL: 84 --% EL: 16	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion
Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic --MTSS Social Emotional --PLC	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science: 1.88 --MTSS Academic: 3.1 --MTSS SEL : 2.8 --PLC: 3.2	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 —PBIS 3.5	Grow from previous year rubric scores in all core area implementations on staff survey	Grow from previous year rubric scores in all core area implementations on staff survey

MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	**Usage Monitoring** --Extended Day: 82 --LLI: 52 --Lexia: 381 --Study Island: 228	**Usage Monitoring** --Extended Day: **91 students** --LLI: **44 students** --Lexia: **96% use**, 87% at/above --SI: 258 sessions, 2451 question at 64% correct.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.
Other Site Specific metrics: *ie: awards, focus academy related, site specific interventions or enrichment programs etc.*				

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Stipends for Safety Patrol (1.0), Technology Coordinator (1.0), ASB Leader (0.5), Web Manager (1.0), $1640 x 3.5 = $5740
2. Yard duty supervisors (3 hrs x 4 x 180 x $11 + 27.587% statutory benefits) = $30,314.67
3. Extra Yard duty: $18,000

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.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Stipends for Safety Patrol (1.0), Technology Coordinator (1.0), ASB Leader (0.5), Web Manager (1.0)	$5740	Unrestricted Lottery
Yard Duty supervision	$30,314.67	District Allocation for campus supervision
Extra Yard Duty	$18,000	Unrestricted Lottery

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. SST Coordinator stipend $1640

2. 2 - MTSS Paraprofessionals for LLI (5 hrs x 2 x 180 x $15 + 27.587% statutory benefits) = $34,448.49

3. Hire substitute teachers (estimated for up to 180 days) $150 x 180 + 19.567% statutory benefits = $32,283

4. 1 MTSS Paraprofessional for Math not to exceed $17,523.15 (From Live Oak Foundation Grant)

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.

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
SST Coordinator	$1640	Title 1
2 - MTSS Paraprofessionals LLI	$34,448.49	Title 1
Substitute Teachers	$32,283	$24,764 Title 1 $7519 LCFF
1 MTSS Paraprofessional Math	Not to exceed $17,523.15	Live Oak Foundation

Goal 1 Action 3:   Professional Development

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
  1. Provide support mentors to assist veteran and intern teachers
  2. Provide professional development (PD) opportunities for administrators
  3. Provide PD opportunities for classified employees.
  4. Provide a new teacher induction program
  5. Provide PD to support the core instructional program
  6. Provide stipends to support staff implementation leaders at each site
  7. Provide PD for the unique needs of English Learners.
  8. Provide PD to support College and Career Readiness for underrepresented students
  9. Provide PD to support the implementation of social emotional support and safety programs.
  10. Provide PD to meet the unique needs of Students with Disabilities.
  11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. Core Content Instruction using small group instruction, differentiation and Constructed Meaning Strategies. Teacher will work with a Math professional development cohort. This will require planning days to work with the consultants and to plan units to implement in their classes. 4 release days for each teacher in the Math cohort. $10,101
2. Math Coach / Consultant $2500
3. Conference Registration and Travel Expenses for teachers and the principal. Asilomar for math $3100; LLI $1000, AeriesCon $1000, Guided Math Conference $2000.
4. Developing instructional strategies books and classroom materials in Guided Math $5000.

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.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Sub release for PD Cohort work	$10,101	LCFF
Math Coach / Consultant	$2500	LCFF
Conferences	$3100 $1000 $1000 $2000	LCFF
Guided Math books and materials	$5000	LCFF

Goal 1 Action 4:   Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
  1. Provide core instructional materials
  2. Provide tier 1 digital instructional curriculum for alternative programs.
  3. Provide Career Technical Education curriculum, supplies, and equipment.
  4. Provide curriculum development support for Visual and Performing Arts Plan.
  5. Provide stipends for enrichment coordinators.
  6. Provide chromebooks for digital access to the curriculum.
  7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Provisions for classroom supplies: $250 x 22 = $5500

2. Paper, printer ink, workroom supplies: $12,060

3. PE Equipment: $500

4. Library Books & Materials: $500

5. ETR Associates (Health Curriculum): $1800

6. Renaissance Learning: $4750

7. Study Pad (Splash Math): $1000

8. Chinese in the Classroom: $5000

9. Amplify Skills Strand: $5000

10. Supplemental Copy Contractor: $5000

11. Fisher Scientific: $3000

12. Bus Trips: $3868.51

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.

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
Classroom Supplies	$5500	Unrestricted Lottery
Paper, Printer ink, workroom supplies	$12,060	Unrestricted Lottery
PE Equipment	$500	Unrestricted Lottery
Library Books and Materials	$500	Unrestricted Lottery
ETR Associates	$1800	Title 1
Renaissance Learning	$4800	Title 1
Study Pad	$1000	Title 1
Chinese in the Classroom	$5000	Title 1
Amplify Skills Strand	$5000	Title 1
Copy Contractor	$5000	Title 1
Fisher Scientific	$3000	Title 1
Bus Trips	$3868.51	Title 1

Goal 1 Action 5:   Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. El Toro's reading TOSA and MTSS paraprofessionals will work with the principal to provide a second tier of reading support for Kindergarten and TK students and any struggling readers in first through fifth grades.
2. Additional reading materials for LLI and Guided Reading groups, $500 books and $100 materials

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.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Books and materials for the reading program	$500 books and $100 materials	Title 1

Goal 1 Action 6:   Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:
   1. Links to all school accountability report cards.
   2. Links to all school safety plans
   3. Links to all school plans for student achievement
   4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:
1. Meetings with stakeholder groups to present the current site plan, seek suggestions for modification, update the groups on progress toward goals.
2. Formal development and approval of the site plan by the SSC
3. Monthly meetings with the SSC and ELAC members including a monthly update on goals in the SPSA and reports on local and state metrics on progress.
4. Annual Title 1 meeting
5. Annual presentation of the R-30 report and progress on goals for English Learners, ELAC members develop its recommendations to the SSC for modifications to the next year's site plan
6. Annual update of the site safety plan
7. Annual tour of programs for stakeholders to see the actions of the site plan as they are manifest in the classrooms.

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.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
There are no proposed expenditures for developing and monitoring the site plan.		

Goal 1 Action 7:   Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:
  1. Facility maintenance and improvement projects
  2. Transportation
  3. Food Service
  4. Maintenance and custodial costs
  5. Furniture and Fixtures
  6. Technology equipment
 	
Programs and services funded in this School Plan include:
 	
1. Health Office supplies for universal safety precautions: $500
 	
2. Bathroom supplies and sanitary products: $100
 	
3. Supplies for front office
 	
4. Maintenance and Repair for office machines: $3000
 	
5. Revolving fund: $300
 	
6. Office printing: $300
 	
7. Technology replacement and repairs: $600
 	
8. Blackboard Connect: $800

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.

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Health Office Supplies	$500	Unrestricted Lottery
Bathroom Supplies	$100	Unrestricted Lottery

Office Supplies	$1000	Unrestricted Lottery
Maintenance & Repairs for Office Machines	$3000	Unrestricted Lottery
Revolving Fund	$300	Unrestricted Lottery
Office printing	$300	Unrestricted Lottery
Technology replacement and repairs	$600	Unrestricted Lottery
Blackboard Connect	$800	Unrestricted Lottery

Goal 1: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

In the 2018-19 year, El Toro Health Science Academy continued its practice of teaching reading in small groups and providing Tier 2 supports of reading for all students not at their expected proficiency level. In the 2018-19 school year, we focused our support on more guided reading groups with the youngest learners. This is possible in part due to the addition of the MTSS aide that is funded for every site by the LCAP. With the addition of a district funded reading teacher for each school site in 2019-20, El Toro will use the Fountas & Pinnell data to assess how we deploy these resources to meet the learning needs of our students. With respect to Math, El Toro along with Barrett Elementary began to study new brain research about how children learn math by attending a workshop by YouCubed.org under the direction of Jo Boaler. Teachers and the principal found the research compelling and a small cohort of teachers agreed to dive into foster math lessons on "low floor, high ceiling" math tasks. As our data reveals, El Toro needs to increase Math proficiency across the board. In our upcoming year, our focus will be on the mathematical growth mindset. The core of the math conversation will be student driven and student focused rather than droning on from the teacher. With this Guided Math concept being implemented this

year along with Math Talks, it will be exciting to see the effects of these initial improvements students will make with this new pedagogy of math instruction.

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

Our main focus this year will be around Math instruction and delivery through Guided Math practices.

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.

In 2019-20, El Toro teachers will receive teacher professional development focused on the Guided Math instructional practices as seen in Goal 1 Action 3. Each teacher will join a math cohort to be trained on the new practices along with time to plan units for Guided Math practices. El Toro teachers will continue to study Constructed Meaning strategies and Step Up to Writing strategies to implement them in Math and all subject areas. Each cohort will work with the principal to design a year-long plan for professional development. This will include a book study, conferences, work with a coach/consultant and collaborative planning time. Each cohort will also regularly present their work on Wednesdays at the collaborative meetings after school on Wednesday.

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

Continue active and targeted outreach to parents to connect them to El Toro as the center of academic and social emotional support in service to their children, their families and their community.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: **27**	**Parent Volunteers** # cleared through HR: **56**	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Total Raised/allocated: $50K	**Fundraising** Total Raised/allocated: $58K	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: **89%**	**Mass Phone** completion rate: **81%**	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: **93%**	**Mass email** completion rate: **94%**	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: **38.9%**	**Parent monitoring** Hits: **49** percent accessing Aeries: **78.2%**	Close gap to 100%	Close gap to 100%

Parent Education program completers	Parent Education program completers : 7	Parent Education program completers : 5	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	4.05	4.46	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school encourages parent volunteers in a variety of roles:	4.26	4.63	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school makes parents feel like valued partners in education	4.05	4.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents are satisfied with level of 2-way communication	4.42	4.63	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school provides adequate monitoring info for grades & attendance	4.16	4.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school is physically safe:	4.11	4.21	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Ours school meets social emotional needs:	3.84	4.21	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school values diversity:	4.05	4.5	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents satisfied with learning environment	4.16	4.42	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a challenging curriculum	4.11	4.29	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents encourage after school participation	3.84	4.42	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language

Parents have a high knowledge of support and extended programs	4.0	3.88	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a high variety of extended programs available.	3.84	3.83	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child likes school:	4.26	4.58	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child feels safe at school:	4.11	4.25	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.	TK/K Parent Information Nights Back to School Night Ice Cream Socials Teacher Parent Conferences Movie Nights Awards Assemblies TK/K Parent Tours Project Cornerstone Meet the Masters Art Program Annual Bull Run Annual Family Fun Fest Open House Night Music Concerts	TK/K Parent Information Nights Back to School Night Ice Cream Socials Teacher Parent Conferences Movie Nights Awards Assemblies TK/K Parent Tours Project Cornerstone Meet the Masters Art Program Annual Bull Run Annual Color Run Open House Night Music Concerts		

Goal 2 Action 1:   Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:
1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Support parent volunteering in the school - budgeting for 50 new badges for parent engagement

2. Offer a full calendar of events that are welcoming and inclusive for parents to promote their connection to school

3. Communicate with El Toro families about events and opportunities through phone calls, emails, and flyers

4. Communicate in Spanish with Spanish speaking families

5. Showcase student work at Open House and celebrate the hard work of students

6. El Toro hosts Family Nights for Engineering, Science and Literacy.

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.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Fingerprinting for parents to access campus and participate in the classroom, on field trips, and at school events	$1000	Title 1 (parent engagement)
Blackboard Connect	$800	Unrestricted Lottery, Title 1
Postage	$900	Title 1 (parent engagement)
Materials for Family Nights	$1000	Title 1 (parent engagement)

Goal 2 Action 2:   Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:
1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. Provide support to families for fostering better reading and math skills through games and homework support at home.

2. Provide Volunteer Badges to support student engagement and parent engagement activities (see action 1).

3. Offer support to families with non-academic needs by connecting them to services of our community partners.

4. Provide opportunities for families to get library cards and to become frequent users of the Morgan Hill Public Library.

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.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Materials, games and resources for parent learning opportunities at after school and evening events	$500	Title 1

Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

El Toro enjoys partnering with its families and community partners to provide a robust set of daytime and evening activities that allow the students and families to see school as a place where we learn and play together. The goal is to be inclusive and to offer a wide array of opportunities for families to connect with the school and for students to have opportunities to shine. Our yearly school calendar is reviewed each year by the ELAC, SSC and HSC for suggestions of things to add, modify or drop.

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

N/A

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.

El Toro will continue to use stakeholder input to define the program of activities and opportunities for engaging parents. The principal will meet with the president of the HSC during the summer to modify the upcoming calendar. The principal and the HSC president will regularly post upcoming opportunities for El Toro's Facebook page and through Blackboard Connect weekly emails sent to families. We will also continue to send home information in Friday Folders to ensure that all families have access to the opportunities and news from school.

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need

Reduce chronic absenteeism and improve student connected to school as measured by feelings of safety, having a staff connection, and participation in school activities.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate:	Month 11: 94.99%	Month 8: 94.65%	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (**Dashboard**) Overall: 10% SWD 7.3% SED 12.4% Foster *** Homeless 9.4% EL 9.7% White 5.3% Latino 12.3%	Chronic Absenteeism Rates: (**Dashboard**) Overall: 12.6% SWD 10.2% SED 18.5% Foster *** Homeless 31.6% EL 22.27% White 7.1% Latino 17.1%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: 73 --# Second Notice: 37 --# Third Notice: 12 --# Conferences: 12 --# Hearings: 0	**SARB Compliance:** --# First Notice: 39 --# Second Notice: 15 --# Third Notice: 9 --# Conferences: 5 --# Hearings: 0	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: 2.6% SWD 7.3% SED 4.6% Foster **** Homeless 9.4% EL 2.8% White 2.1% Latino 3.1%	**Suspension Rates Dashboard** Overall: 1.7% SWD 4% SED 2.3% Foster **** Homeless 0% EL 6% White 0.9% Latino 2.3%	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest):** Controlled Substance: 0 Violence/fighting: 11 Weapons: 0 Behavior/Bullying: 2	**Offenses (DataQuest):** Controlled Substance: 0 Violence/fighting: 6 Weapons: 0 Behavior/Bullying: 1	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Maintain low rate: 0%	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out Rate: 0%	Maintain below state rate: 0%	Maintain below state rate	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined**			
I feel safe at school	**3.4**	**3.3**	Improve or maintain above 3.5	Improve or maintain above 3.5
I feel safe at home	**3.7**	**3.8**	Improve or maintain above 3.5	Improve or maintain above 3.5
I have a safe staff connection to talk to.	**3.7**	**3.2**	Improve or maintain above 3.5	Improve or maintain above 3.5
I participate in school activities	**3.1**	**3.1**	Improve or maintain above 3.5	Improve or maintain above 3.5
I am happy at school	**3.6**	**2.7**	Improve or maintain above 3.5	Improve or maintain above 3.5
I am proud of my school	**3.6**	**3.2**	Improve or maintain above 3.5	Improve or maintain above 3.5
My school is an outstanding school	**3.4**	**2.9**	Improve or maintain above 3.5	Improve or maintain above 3.5

NWEA SEL survey (K-8)	Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)			
Teacher-student caring relationship	3.97	Survey pilot discontinued by NWEA	Improve or maintain above 4.2	Improve or maintain above 4.2
Peer support for learning	3.91	Survey pilot discontinued by NWEA	Improve or maintain above 4.2	Improve or maintain above 4.2
Family Support for learning	4.29	Survey pilot discontinued by NWEA	Improve or maintain above 4.2	Improve or maintain above 4.2
Relevance of school work	4.05	Survey pilot discontinued by NWEA	Improve or maintain above 4.2	Improve or maintain above 4.2
Positive future outlook	4.34	Survey pilot discontinued by NWEA	Improve or maintain above 4.2	Improve or maintain above 4.2
Intrinsic Motivation	3.76	Survey pilot discontinued by NWEA	Improve or maintain above 4.2	Improve or maintain above 4.2
Students attending Extended Day:	# Attending Ext. Day: 72	# Attending Ext. Day: 88	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	Female: 32 Male: 40	Female: 52 Male: 36	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	Year 2 PBIS Implementation - score of 4	Tier 1 completion 100% Tier 2 completion 100%	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothes) --Group Programs	Discovery Counseling - 17 Cecilia's Closet - 11	Discovery Counseling - 12 Cecilia's Closet - 7		
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.*	Lexia Leveled Out Awards Gr. K-5 AR Goals Met Award Gr. 1-5 Honor Roll Awards Gr. 4-5 Math Awards Gr. 1-3 Reading Awards Gr. 1-3 Monthly Character Award Gr. TK-5 Perfect Attendance	Lexia Leveled Out Awards Gr. K-5 AR Goals Met Award Gr. 1-5 Honor Roll Awards Gr. 4-5 Math Awards Gr. 1-3 Reading Awards Gr. 1-3 Weekly Character Award Gr. TK-5 On Time Award Perfect Attendance		

Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
  1. Develop and implement a K-12 service learning program
  2. Support implementation of Positive Behavior Intervention and Support at all sites.
  3. Provide liaison with School Resource Office
  4. Partner with YMCA and Project Cornerstone.
  5. Develop and implement strategies to increase student attendance.
  6. Support the development and renewal of school safety plans.
  7. Implement program for suicide awareness and prevention and Child Abuse Prevention
  8. Provide large group social emotional learning opportunities to support healthy life choices.
  9. Conduct standardized campus climate surveys at all schools.
  10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

1. Continue PBIS practices, events and activities

2. Project Cornerstone reading program

3. House System for grades 3-5

4. Student Leadership through ASB

5. Student Advisory Nutrition Committee (SNAC)

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.

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
PBIS practices, events and activities	$0	
Project Cornerstone	$0	HSC funded
House System supplies	$250	LCFF
Student Leadership	$100	LCFF
SNAC	$100	LCFF

Goal 3 Action 2:   Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absentees.
7. Provide ADVENT program for foster youth
8. Provide CARE team services tof Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

1. Extended Day Program

2. Activity Bus for disadvantaged students

Proposed Expenditures for this Strategy/Activity

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
Extended Day Program	$35,000	Extended Day Program
Activity Bus passes	$100	Title 1

Goal 3: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

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.

El Toro is a student-centered school both in its academic teaching strategies and its development of student leadership opportunities. We believe that students are more engaged when they have the opportunity to shape and promote the school standards and activities available to them in their classes and during their free time. Our leadership team, which includes students, taught the PBIS standards. El Toro continued to develop its PBIS plan and worked with our community partners to provide skills streaming classes, individual therapy sessions and opportunities to learn about nutrition. El Toro believes it is critical to educate the whole child and to teach students whose behavior fails to meet the school standards how to solve their student conflicts through positive and productive alternative behaviors. El Toro also developed an after school program that included tutoring, choir and enrichment activities.

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

El Toro spent all its monies as intended.

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.

El Toro will continue to focus on building and nurturing a positive climate through our PBIS standards and by engaging students to lead key initiatives for student engagement.

Budget Summary: (return to [top of SPSA here](#))

	Unrestricted Lottery	LCFF Supplemental	Extended Day	Federal Title 1	Live Oak Foundation
Allocated	$49,750	$32,220	$35,000	$94,721	$28,575
Budgeted*					
Spent YTD	$0	$0	$0	$0	$11,051.85
Encumbered					
Available	$49,750	$32,220	$35,000	$94,721	$17,523.15
***SPSA budget by action tracker**	Unrestricted Lottery	LCFF Supplemental	Extended Day	Federal Title 1	Live Oak Foundation
Action 1.1	$23,740				
Action 1.2		$7519		$60,852.49	$17,523.15
Action 1.3		$24,701			
Action 1.4	$18,560			$29,468.51	
Action 1.5				$600	
Action 1.6					
Action 1.7	$6600				
Action 2.1	$400			$3300	
Action 2.2				$500	
Action 3.1	$450				
Action 3.2			$35,000		

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 94,721
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	$ 216,691

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title 1	$94,721
Subtotal of additional federal funds included for this school:	$94,721

State or Local Programs	Allocation ($)
LCFF Supplemental	$72,220
Unrestricted Lottery	$49,750
Local Grant (LO Foundation) Pending % anticipated $14,000	$
Subtotal of state or local funds included for this school:	$121,970

Total of federal, state, and/or local funds for this school: $216,691

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Melissa Scatena	Parent	melissa.a.scatena@gmail.com	5-21-19
2. Kristy Davern	Parent	kristy.davern@anritsu.com	5-21-19
3. Justin Svoboda	Parent	justin_svoboda@yahoo.com	5-21-19
4. Tiffany Hawes	Parent	diva3086@aim.com	5-21-19
5. Norberto Reyes	Parent	norvy_2000@yahoo.com	5-21-19
6. Nikki Underhill	Parent	nikkieunderhill@gmail.com	5-21-19
7. Kathy Corcoran	Teacher	corcorank@mhusd.org	5-21-19
8. Pam Hernandez	Teacher	hernandezp@mhusd.org	5-21-19
9. Maria Elena Wilde	Classified	wildem@mhusd.org	5-21-19
10. Darren McDonald	Principal	mcdonaldd@mhusd.org	5-21-19

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	6	0

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC 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 sought and considered all recommendations from the following groups or committees before adopting this plan:
   Parent Stakeholder Groups
       Home and School Club
       English Language Advisory Committee

   Student Stakeholder Groups
       Student representatives
       ASB

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Darren McDonald_____   _____   May 21, 2019___
Typed name of School Principal   Signature of School Principal   Date

Justin Svoboda_____   _____   May 21, 2019___
Typed name of SSC Official   Signature of SSC Official   Date

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Darren McDonald		May 21, 2019
Typed name of School Principal	Signature of School Principal	Date
Justin Svoboda		May 21, 2019
Typed name of SSC Official	Signature of SSC Official	Date

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for

schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

     b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019