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	
Los Paseos Elementary Principal Debbie Stewart	43695836095392	May 24, 2019	[Add Local Board Approval date here]	

Plan Summary:

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

Los Paseos Elementary:

Los Paseos has served students in the suburban South San Jose area of the Morgan Hill Unified School District since 1975. The student and staff population reflect Silicon Valley's economic and ethnic diversity, including physical and social complexities. Los Paseos fosters an inclusive environment of supporting students with special learning and therapeutic needs in grades TK-Fifth Grade. Our campus climate facilitates awareness and acceptance, both of which help all students build character. Panther students of all ages are challenged to display their personal best in pursuit to achieve academic excellence. Our enrollment demographics are as follows: 18.6% English Learners, 1.0% Foster Youth, 13.4% Homeless, 0.6% Migrant, 12.6% Students with Disabilities, 38.9% Socioeconomically Disadvantaged.

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 refining our language arts instruction, strengthening our math instruction, and increasing opportunities for family involvement and parent education related to supporting students' learning. Los Paseos will enter its third year of Positive Behavioral Interventions and Supports (PBIS) training and implementation. Our school behavior standards empower students to develop lifelong skills: Los Paseos students work daily to follow our three personal standards: show respect, make good decisions, and solve problems. We introduce each of these concepts through student-led assemblies each year. Furthermore, teachers weave practice of these standards into classroom lessons so that students may build collaboration and communication skills. Student leadership clubs take an active role in promoting activities that develop an understanding of the standards for all students.

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?

Los Paseos has made significant progress in implementing supports that lead to improved student well-being and achievement. We have opened a STEAM lab this year to foster 21st century skills and engagement in students. We have instituted programs to partner with our families, including Project Cornerstone for Parents, Science Night, and Family Night. Through these events, we hope to educate our parents and families in supporting students' learning. We have utilized our MTSS paraprofessional this year as a reading intervention teacher who provides instruction to our striving readers using the Leveled Literacy Intervention (LLI) system. We are proud of our efforts towards growing as educators, participating is professional book clubs and collaborating to improve our teaching practices. We have increased the number of performing arts opportunities for students, including grade-level play performances, an after-school performing arts program, in addition to twice monthly singing and dance instruction. Our PBIS team has also worked diligently to implement and support students' social emotional learning all year. Our CAASPP scores indicate that we are just 1.1 points below standard in English Language Arts; continued efforts in strengthening English Language Arts instruction are aimed at increasing student achievement.

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: General Support & Improvement

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: Math, Chronic Absenteeism, Suspension

   California Public School Dashboard Gaps: ELA -- Students with disabilities, low SES (orange) are two levels below the all student group which is green; Math, no gaps by definition, but overall achievement is lower than ELA.

Chronic Absenteeism is an area of concern, especially for our students in the low SES and Hispanic categories. Though our overall school attendance rate is 96.08%, chronic absenteeism accounts for 7.7% of school days missed.Our rate of chronic absenteeism has

increased by 2.5% over the prior year, with students with disabilities and socioeconomically disadvantaged students accounting for the highest percentages of chronic absences.

Subgroup	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
English Learners	95	93	9	9.7%
Foster Youth	*	*	*	0.0%
Homeless Youth	96	92	9	9.8%
Students with Disabilities	79	78	8	10.3%
Socioeconomically Disadvantaged	221	216	28	13.0%

Local Assessment Data: Analysis of our site's reading improvement, 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 will incorporate elements of the PBIS plan to encourage regular attendance.

Comparative data demonstrates that our efforts in ELA are working. The graphs below show Los Paseos test score achievement on ELA among a comparison group of 5 most similar schools on the left and math on the right. The vertical line shows the statewide average demonstrating that Los Paseos is scoring above the state in all grade levels and significantly above in grade 4 in ELA. However, our math scores demonstrate a declining result amongst the comparison group and state average as students move up the grade levels. Our staff will be collaborating to replicate the instructional supports that we have developed in ELA and adapt them to mathematics instruction. We will also be working closely with our district mathematics instructional professional development team who is supporting Mathematical Mindsets as part of the grant aimed at boosting grade 4 and 5 math achievement districtwide.
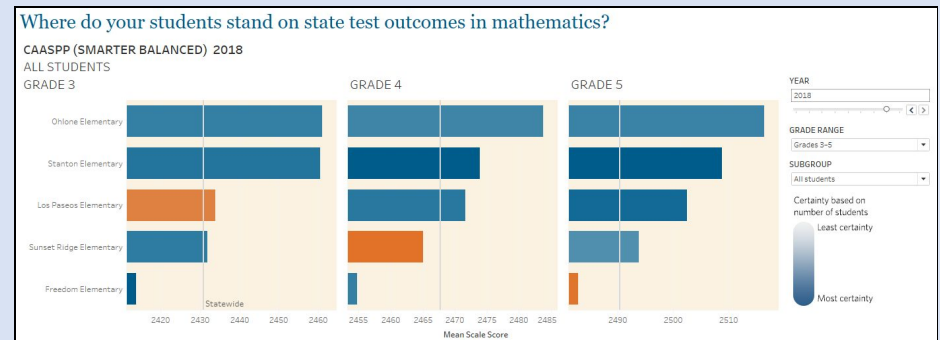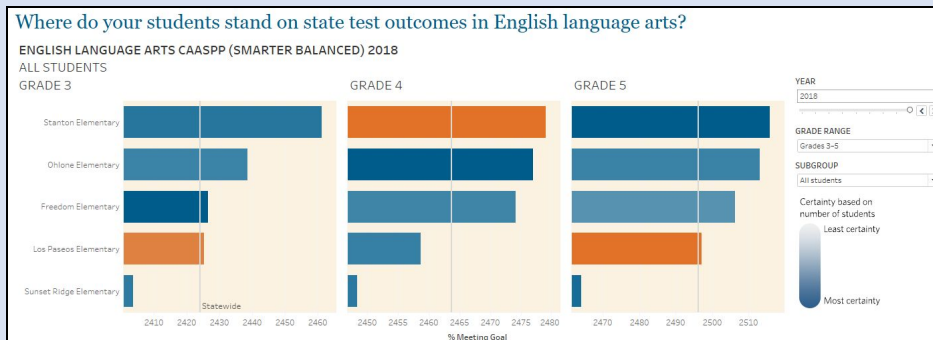
Stakeholder Identified Needs: Los Paseos will continue to focus our site plan on improving student proficiency in English language arts and math. In addition, the school will work to educate families about the importance of consistent attendance, saving family travel for school vacations whenever possible. We will continue to focus on our use of teaching strategies that engage students and develop strong understanding of the curriculum.

Furthermore, our stakeholder input indicates a desire for additional tutoring support, after school academic support, and enrichment opportunities for visual and performing arts and family engagement.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Yellow	None	None	Green	Yellow
English Learners	Orange	Orange	None	None	Green	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Yellow	None	None	None	None
Socioeconomically Disadvantaged	Red	Orange	None	None	Orange	Orange
Students with Disabilities	Orange	Yellow	None	None	Orange	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Green	Blue	None	None	Blue	Green
Filipino	None	None	None	None	None	None
Hispanic	Red	Yellow	None	None	Yellow	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Blue	None	None	Blue	Yellow
Two or More Races	Orange	Orange	None	None	None	

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.

Los Paseos Staff have begun to identify how to best help all 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, we will enable students to make significant progress toward language fluency which allows them full access to the rich curricular content of their education.

Second, Los Paseos will focus on professional development for language arts and math instruction. Evolving teaching practices will give students greater access to key concepts and develop their literacy skills and mathematical fluency. Focusing on a growth mindset will teach all students that they have innate math skills. Developing small group instruction will give all students greater opportunities to demonstrate their learning and to learn from each other. Small group instruction also lowers the affective filter for English learners, low-income students, and foster youth who might otherwise feel intimidated by speaking in class and sharing their own knowledge. Expanding this practice in language arts and developing it in math will expand student opportunities to engage deeply with the core curriculum.

PBIS practices, student engagement, and family engagement opportunities will also promote an inclusive environment. Los Paseos will offer continued opportunities for students to receive additional services such as social skills lessons and counseling.We will also promote opportunities to engage with our community partners such as the San Jose Public Library, our local karate studio, Hicklebee's Bookstore, the San Jose Police Department, Los Paseos Neighborhood Association, Discovery Services, Community Solutions, and the YMCA.. Each of these partners provide valuable opportunities for students to feel connected to and supported by the school and the community. These relationships have a positive impact on all of our students.

Stakeholder Involvement

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

This SPSA was developed with input across the year from parents, teachers, staff and students. The School Site Council also provided input and approval at monthly meetings during the academic year. We also solicited and received input from our English Learners Advisory Committee (ELAC). Our Instructional Leadership Team (ILT), grade level teams, and classified staff also provided input utilized in the development of the final document.
ELAC parents were afforded an opportunity to visit classrooms with the school principal to see our instructional practices in action. This was a new offering this year, and next year, we will expand the classroom visits to other stakeholder groups as they have also expressed an interest in seeing our programs firsthand.

Resource Inequities

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

California Dashboard: ELA scores for Socioeconomically disadvantaged and Students with Disabilities fall in the orange range.
Math scores are also in the orange range for SES and SWD, and for Hispanic students as well.

ELA scores for Hispanic students fall in the yellow range, while scores for White and Asian students are in the blue range. Our English Learners are performing at the green range. SWD and low SES students are in the orange range. This indicates a need for continued focus on developing effective supports and instructional practices to reach students in the lower performing groups. Funds will be targeted at two levels: first, to improve pedagogy and instructional practices and second, to offer individualized and targeted support for striving students.

Math scores, though lower overall, indicate a similar need across subgroups. Though our primary focus with site funds will be on ELA instruction and achievement for 2019-20, we will also investigate school wide math instruction and supports. Initially, this work will be done with a select group of teachers in partnership with our colleagues at Barrett Elementary as part of the Light Foundation Grant.

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

Our data indicates a continued need to concentrate on student achievement in mathematics and ELA across all groups, with an emphasis on meeting students at their current level and moving them forward with effective first instruction and tiered supports.

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
   Grade 3
	CAASPP (Dashboard)
	ELA status/change
	--All student: **Low** **-13 pts**
	   Grade 3 2411
	   Grade 4 2466
	   Grade 5 2503
	--Low SES **Low** **-9.2 pts**
	   Grade 3 2381
	   Grade 4 2432
	   Grade 5 2473
	--SWD **Low** **+21.7 pts**
	   Grade 3 2362
	   Grade 4 2411
	   Grade 5 2453
	--EL **Low** **-12.4 pts**
	   Grade 3 2342
		CAASPP (Dashboard)
		ELA status/change
		--All student: **High** **+7.5 pts**
		   Grade 3 2425.2
		   Grade 4 2479.1
		   Grade 5 2497.2
		--Low SES **Low** **-3.3 pts**
		   Grade 3 2377.0
		   Grade 4 2434.4
		   Grade 5 2454.4
		--SWD **Low** **-5 pts**
		   Grade 3 *****
		   Grade 4 2357.0
		   Grade 5 2419.8
		--EL **High** **+16.8 pts**
		   Grade 3 *****
			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 4	Grade 4 *****	Grade 4 2421.5		
Grade 5	Grade 5 *****	Grade 5 *****		
Math status/change	**Math** status/change	**Math** status/change		
--All student	--All student **Medium** **-4.8 pts**	--All student **Medium** **-11.5 pts**		
Grade 3	Grade 3 2442	Grade 3 2433.9		
Grade 4	Grade 4 2475	Grade 4 2465.0		
Grade 5	Grade 5 2497	Grade 5 2482.8		
--Low SES	--Low SES **Low** **+0.6 pts**	--Low SES **Low** **-22.5 pts**		
Grade 3	Grade 3 2418	Grade 3 2393.7		
Grade 4	Grade 4 2450	Grade 4 2427.8		
Grade 5	Grade 5 2473	Grade 5 2437.3		
--SWD	--SWD **Low** **+16 pts**	--SWD **Low** **-7.5 pts**		
Grade 3	Grade 3 2389	Grade 3 *****		
Grade 4	Grade 4 2420	Grade 4 2384.3		
Grade 5	Grade 5 2412	Grade 5 2413.9		
--EL	--EL **Medium** **-6.6pts**	--EL **Medium** **-1.7 pts**		
Grade 3	Grade 3 2397	Grade 3 *****		
Grade 4	Grade 4 *****	Grade 4 2433.8		
Grade 5	Grade 5 *****	Grade 5 *****		
Science status/change	**Science** status/change	**Science** status/change		
Grade 5 only	Grade 5 only **No Scores Yet**	Grade 5 only **No Scores Yet**		
--All student	--All student *****	--All student *****		
--Low SES	--Low SES *****	--Low SES *****		
--SWD	--SWD *****	--SWD *****		
--EL	--EL *****	--EL *****		
NWEA MAP Assessment **Fall to Winter** Growth:	**NWEA MAP** **Fall to Winter** School Growth:	**NWEA MAP** **Fall to Winter** School Growth:		
ELA	**ELA** **School** **National**	**ELA** **School** **National**		
--Grade 2	--Grade 2 8.0 6.7	--Grade 2 11.6 9.5		
--Grade 3	--Grade 3 2.8 5.1	--Grade 3 5.5 7.3		
--Grade 4	--Grade 4 4.9 3.8	--Grade 4 7.7 5.4		
--Grade 5	--Grade 5 0.2 3.0	--Grade 5 5.4 4.1		
Math	**Math**	**Math**	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 2	--Grade 2 6.9 7.0	--Grade 2 11.5 9.5		
--Grade 3	--Grade 3 2.9 5.8	--Grade 3 7.7 7.8		
--Grade 4	--Grade 4 3.5 5.0	--Grade 4 3.1 6.8		
--Grade 5	--Grade 5 2.1 4.1	--Grade 5 5.7 5.8		
Science: **Optional**	**Science**	**Science**		
--Grade 2	--Grade 2 *****	--Grade 2 *****		
--Grade 3	--Grade 3 *****	--Grade 3 *****		
--Grade 4	--Grade 4 *****	--Grade 4 *****		
--Grade 5	--Grade 5 *****	--Grade 5 *****		

Dashboard Academic Indicator
Groups in Red/Orange:
	Dashboard Indicators:
	No red in 2017-18
	Suspension
	  Orange: SWD
	EL Progress
	  Orange: EL's
	ELA
	  Orange: All, EL, SED, Hisp
	Math
	  Orange: SED, Hisp
		Dashboard Indicators:
		Suspension
		  Orange: EL, SED
		Chronic Absenteeism
		  Red: SED. Hisp
		  Orange: All others
		ELA
		  Orange: SED, SWD,
		Math
		  Orange: SED, SWD, 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: **Medium/Orange** --status & change: **71.1%, -4.4** --Reclass Rate: **26.1%**	**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: 0.3 --Avg K Mar: 0.6 --At level Mar: 88% --Avg 1 Fall: 0.7 --Avg 1 Mar: 1.4 --At level Mar: 37% --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.6 --At level Mar: 34% --Avg 3 Fall: 3.1 --Avg 3 Mar: 3.5 --At level Mar: 82% --Avg 4 Fall: 3.6 --Avg 4 Mar: 3.9 --At level Mar: 18% --Avg 5 Fall: 3.8 --Avg 5 Mar: 4.5 --At level Mar: 13%	**Fountas & Pinnell by grade** --Avg K Fall: 0 --Avg K Mar: 0.3 --At level Mar: 23% --Avg 1 Fall: 0.8 --Avg 1 Mar: 1.3 --At level Mar: 25% --Avg 2 Fall: 1.8 --Avg 2 Mar: 2.2 --At level Mar: 39% --Avg 3 Fall: 2.9 --Avg 3 Mar: 3.3 --At level Mar: 59% --Avg 4 Fall: 3.7 --Avg 4 Mar: 4.1 --At level Mar: 60% --Avg 5 Fall: 4.6 --Avg 5 Mar: 4.9 --At level Mar: 43%	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:	**Special Education:** non SLP --# Referrals: 5 --# Qualified: 5 --# Exited: 0 --% Non EL: 100	**Special Education:** non SLP --# Referrals: 15 --# Qualified: 13 --# Exited: 1 --% Non EL: 93	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion

--% English Learner:	--% EL: **0**	--% EL 0:		
Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MTSS Soc Emot: --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 Soc Emot: 2.80 --PLC 3.20	**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 LLI
--Accessing Lexia
 	
--Accessing Study Island
	Usage Monitoring
	--Extended Day:
	83 students served in our ASEP program
	--LLI: Initial staff training underway; trial usage with a small group of students
	--Lexia: 31% usage target
	          55% at or above level.
	--Study Island: 18,000 visits
	          as of March 15, '18
		Usage Monitoring
		--Extended Day: **151 students**
		
		--LLI: **63 students**
		--Lexia: **26% use**, 64% at/above
		--SI: 370 sessions, 3750 question at 84.1% correct.
			Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through LLI	Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through LLI

Other Site Specific metrics: *ie: awards, focus academy related, site specific interventions or enrichment programs etc.*	MTSS paraprofessional support in the classroom; Learning Lab support with Resource teacher	Continue to support primary and upper elementary students who have not yet reached target proficiency levels; Reading Intervention Teacher and MTSS paraprofessional	Continue to support primary and upper elementary students who have not yet reached target proficiency levels	Continue to support primary and upper elementary students who have not yet reached target proficiency levels

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:

   no additional Tier 1 staffing from site fundst

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)
no additional Tier 1 staffing from site funds		

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. no additional programs or services provided by site funds

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)
n/a		

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. Conferences and registrations

2. Instructional Rounds

3. Planning and Collaboration--Core Content Instruction using small group instruction, differentiation and GLAD/Constructing Meaning Strategies. Teachers will work within a math or ELA 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 total for each teacher.

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)
Conferences, Registrations and related expenses	$6501.	Unrestricted Lottery
Instructional Rounds (release time)	$600.	Unrestricted Lottery
Core Curriculum & Arts Integration PD	$14,262.	Live Oak Grant

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. Online resources to support Core Curriculum

   2. Student Council Stipend

   3. Hapara

   4. Mystery Science

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)
Online Supports	$500	Unrestricted Lottery
Student Council Stipend	$1680	Unrestricted Lottery
Hapara	$595	Unrestricted Lottery
Mystery Science	$999	Unrestricted Lottery

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. Student Study Team (SST) Coordinator will meet with families, teachers, and specialists to identify Tier 2 interventions for implementation

 2. Substitutes for teacher release time for IEP and SST meetings.

 3. Enrichment Coordinator

 4. Release time for data analysis, long-term planning, and developing supports for students with exceptional needs

 5. Additional reading materials for Guided Reading, Classroom Libraries, and LLI groups

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)
SST Coordinator	$3300	Unrestricted Lottery
IEP and SST Substitutes/Release Time	$1440	Unrestricted Lottery
Enrichment Coordinator	$1650	Unrestricted Lottery
Release Time	$6480	Unrestricted Lottery
Reading Materials	$5605	LCFF

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. Ongoing review and revision of SPSA and SSC meetings

2. Review of School Safety Plan

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)
Review and revision of SPSA with SSC	**n/a**	
Review of School Safety Plan	n/a	

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. Teacher Supplies

2. Health Office Supplies

3. Office Supplies

4. Contracts/Purchases/Repairs/Toner

5. Doormats

6. Yard Duty Shirts and Supplies

7. Classroom Rugs

8. Communication & Postage

9. Technology Replacement and Repairs (including replacement of staff walkie-talkie radios)

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)
Teacher Supplies	$7700	Unrestricted Lottery
Health Office Supplies	$2000	Unrestricted Lottery
Office Supplies	$5000	Unrestricted Lottery
Contracts/Purchases/Repairs/Toner	$1500	Unrestricted Lottery
Doormats	$2000	Unrestricted Lottery
Yard Duty Shirts & Supplies	$200	Unrestricted Lottery
Classroom Group Lesson Rugs	$1600	Unrestricted Lottery
Communication & Postage	$1150	Unrestricted Lottery
Technology Replacement & Repairs	$3000	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

Our site successfully continued with the use of a well-trained paraprofessional to provide reading intervention support using the Leveled Literacy Intervention (LLI) program. Furthermore, the district supported these efforts this year with an additional .4FTE reading teacher who also used the LLI program to serve our striving readers.

We successfully implemented our Professional Book Clubs with the following titles: Engaging Children, Kids First From Day One, The Writing Strategies Book, 180 Days, and Purposeful Play.

Teachers were able to participate in classroom visits, peer observations, and collaboration around small group instruction in English Language Arts. We will continue this work in the coming year, specifically addressing those practices that can carry over to our math instruction. In the coming year, we will strive for 100% of target students receiving small group instruction in ELA and math.

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

Los Paseos did not have any material differences in budgeting and expenditures.

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.

Our analysis indicates a continued focus on improving student achievement in core content areas. We will continue to work on schoolwide implementation of Tier 1 effective evidence-based instructional strategies, with a concentration in the coming year on writing instruction and integration of writing with content areas.

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

Los Paseos will continue to foster parent engagement with an emphasis on authentic parent involvement, culturally responsive teaching, and opportunities to connect with school through family-friendly activities and parent educ

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: **56**	**Parent Volunteers** \# cleared through HR: 42	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Total Raised/allocated: $50,000	Total Raised through Home & School Club: $74,536.	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: 94%	**Mass Phone** completion rate: 86%	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate:96%	**Mass email** completion rate:99%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring**	**Parent monitoring**	Close gap to 100%	Close gap to 100%

	386 (73%) Avg Visits/student: 69	386 (96.3%) Avg Visits/student: 92		
Parent Education program completers	**Parent Education** program completers	-14 parents completed Project Cornerstone Parenting Workshop Series -Approx. 60 parents attended Math Night -240 parents attended Science Night	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:	3.6	4.0	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:	4.2	4.3	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	4.1	4.0	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	4.2	3.7	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	4.1	4.0	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:	3.8	3.9	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:	3.7	3.8	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school values diversity:	4.0	4.2	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	**3.9**	**3.8**	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	**3.9**	**3.6**	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	**3.8**	**4.2**	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	**3.6**	**3.4**	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.	**3.0**	**3.0**	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child likes school:	**4.3**	**4.2**	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:	**4.2**	**4.3**	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language

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. Fingerprinting of Parent Volunteers
2. Childcare
3. Family Math & Science Nights

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	$1000	State Lottery
Babysitting for Parenting Classes	$480	State Lottery
Family Math & Science Nights	$2500	LCFF

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 parent education workshops around supporting students in building literacy skills and mathematics skills for 21st century learning.

  2. I'm Going To College Curriculum and related activities with Cal-SOAP

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)
Parent Education Evenings	$4000	LCFF
IGTC Cal-SOAP	$500	LCFF

Goal 2: Annual Review

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

ANALYSIS

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

This year was the first of a concerted effort to expand parent engagement in authentic and meaningful ways connected to student learning. All 5th grade students participated in the I'm Going To College curriculum, culminating with a trip to UC Santa Cruz which included multiple parent volunteers from each classroom. In addition, our increased offerings of parent engagement activities brought over 265 families to school for those events (Family Math Night, Family Science Night, Project Cornerstone Parenting Workshops). In addition, our offering of a musical theater performance was highly supported by parents of students from all subgroups.

We made intentional efforts to improve our communication with parents and caregivers this year through a weekly newsletter that was emailed to families each Sunday. Every newsletter included upcoming school events, volunteer opportunities, and a Principal's message relevant to weekly happenings and school wide initiatives with helpful links for parents. Stakeholders expressed satisfaction with this new method of communication.

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

There were no material differences between budgeted expenditures and implementation.

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.

Los Paseos will continue to use stakeholder input to define the program of activities and opportunities we offer for family engagement. The principal will meet with the president of the HSCC during the summer to modify the upcoming calendar. In addition, the principal will continue to participate in all monthly ELAC meetings to gather input from parents there. The principal and the HSCC president will regularly post upcoming opportunities on our school Facebook page, through Blackboard Connect and weekly emails sent to all 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. We have a number of homeless and foster youth students and we want to provide them with the same level of access to information as all other students receive.

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 number of students contributing to chronic absenteeism rates, especially homeless, low SES, and SWD. Continue providing PBIS supports and improve student perceptions of safety, specifically connection with a trusted staff person. Provide additional supports on playground for social skills and conflict resolution as PBIS data indicates this is a need.

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: 95.87%	Month 8: 96.07%	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: **5.2%** SWD **8.0%** SED **9.2%** Foster *** Homeless **8.3%** **EL** **5.3%** White **3.6%** **Latino 6.7%**	Chronic Absenteeism Rates: (**Dashboard**) Overall: **7.7%** SWD **10.3%** SED **13.%** Foster *** Homeless **9.8%** **EL** **9.7%** White **5.5%** **Latino 10.2%**	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: pending** --# First Notice: --# Second Notice: --# Third Notice: --# Conferences: --# Hearings:	SARB Compliance: First Notice: 65 Second Notice: 29 Third Notice: 19 Conferences: 15 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: 0.2% SWD 0% SED 0% Foster 0% Homeless 0% EL 0% White 0% Latino 0%	**Suspension Rates Dashboard** Overall: 0.7% SWD 0% SED 0% Foster 0% Homeless 0% EL 0% White 0% Latino 2.9%	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: 1 Weapons: 0 Behavior/Bullying: 0	**Offenses (DataQuest):** Controlled Substance: 0 Violence/fighting: 9 Weapons: 0 Behavior/Bullying: 0	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	**Expulsion Rate:** 0%	**Expulsion Rate:** 0%	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	**Drop Out Rate:** 0%	**Drop Out 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**		
I feel safe at home	**3.7**	**3.8**		
I have a safe staff connection to talk to.	**3.4**	**3.1**		

I participate in school activities	**2.9**	**2.4**		
I am happy at school	**3.2**	**3.2**		
I am proud of my school	**3.3**	**3.4**		
My school is an outstanding school	**3.3**	**3.1**		
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	4.14	Survey pilot discontinued by NWEA		
Peer support for learning	3.93	Survey pilot discontinued by NWEA		
Family Support for learning	4.44	Survey pilot discontinued by NWEA		
Sense of self control	4.16	Survey pilot discontinued by NWEA		
Positive future outlook	4.47	Survey pilot discontinued by NWEA		
Intrinsic Motivation	4.12	Survey pilot discontinued by NWEA		
Students attending Extended Day:	# Attending Ext. Day: 83	160 students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Female: 16 Male: 24**	Female: 18 Male: 26	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	Expectations Defined: 62% Expectations Taught: 66% Reward System: 56% School Wide Procedures: 59% Monitoring: 34% Communicate to Parents: 53% Management: 52% Implementation Average: 52% Based on data collected prior to first year of PBIS implementation	Tier 1: 100%, Tier 2: 50% Expectations Defined:95% Expectations Taught:88 % Reward System:78 % School Wide Procedures:85% Monitoring: 57% Communicate to Parents:: 70% Management :63 % Implementation Average: 66%	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	18 students served weekly by Discovery Counseling 10 families supported by SLS			
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.*	Our PBIS Team has developed a plan for positive behavior rewards this year. The team is working on developing an expanded plan next year. We are determining what type of data we will collect in regards to PBIS effectiveness.	The work of our Tier 1 PBIS Team continues around maintaining a positive school cuture. Tier 2 interventions are being implemented as needed by our Tier 2 Team members		

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. Implementation of PBIS Tier 2 Supports

2. Professional Development for staff addressing exceptional behavior needs & supports

3. Yard Supervisor Training

4. Additional Yard Duty Supervision

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 Tier 2 Expenses	$4200	LCFF
PD for staff/exceptional behavior needs	$1000	LCFF
Yard Duty Supervision	$13250	Lottery

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. Structured Recess and PE Activities, incorporating Social Skills and Conflict Resolution lessons (Kidz to Pros or similar)

  2. Extended Day Math & Reading Supports

  3. Extended Day Visual and Performing Arts integrating ELA

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 2 Strategy/Activity	Amount(s)	Source(s)
Structured Recess/PE/Conflict Resolution	$22,000	LCFF
Extended Day Math, Reading	$20,000	Extended Day
Starting Arts, Visual Arts Program	$15,000	Extended Day

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.

This year our site continued with full implementation of our PBIS program. We began piloting strategies for use with students needing Tier 2 supports. We also provided additional yard duty supervisors to assist students in resolving conflicts and practicing using our school standards to resolve conflicts and create a safe and supportive school environment. We offered a variety of extended day activities (Play Club, Performing Arts, STEAM Lab, Tutoring) especially to support target students.

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

There was no material difference in budgeted expenditures and implementation.

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.

Our analysis indicates a need for additional staff training and support of students in conflict resolution and also for addressing and supporting students with extreme behavior needs. We are adding an additional provider for structured recess programs and expanding our offerings in our STEAM lab and extended day tutoring.

Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Extended Day	Other funding Live Oak Foundation
Allocated	**$62,625.00**	**$39,805**	**$35,000.00**	**$28,575.00**
Budgeted*	**$62,625.00**	**$39,805**	**$35,000.00**	**$28,575.00**
Spent YTD				
Encumbered				$14,262.00 (year 2)
Available				
***SPSA budget by action tracker**	Unrestricted Lottery	LCFF Supplemental	Extended Day	Other funding Live Oak Foundation
Action 1.1				
Action 1.2				
Action 1.3	$7101			$14,262
Action 1.4	$3774			
Action 1.5	$12,870	$5605		
Action 1.6				
Action 1.7	$24,150			
Action 2.1	$1480	$2500		
Action 2.2		$4500		
Action 3.1	$13,250	$5200		
Action 3.2		$22,000	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	$ 0
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	$ 137,430

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 ($)
None	$ 0
Subtotal of additional federal funds included for this school:	$ 0

State or Local Programs	Allocation ($)
Unrestricted Lottery	$ 62,625
LCFF Supplemental (includes extended day)	$ 74,805
Live Oak Foundation Grant (pending % estimated $14,000)	$ TBD
Subtotal of state or local funds included for this school:	$ 137,430

Total of federal, state, and/or local funds for this school: **$ 137,430**

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 make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Debbie Stewart	Admin	stewartd@mhusd.org	5/13/19
2. Mia Pharris	Secretary	pharrism@mhusd.org	
3. Lori Commons	Teacher	commonsl@mhusd.org	
4. Susan Mitchell	Teacher	mitchells@mhusd.org	
5. Lisa Moore	Parent	lisamoore00@gmail.com	
6. Ivonne Nash	Classified	nashi@mhusd.org	
9. Victoria Mihm	Community Member	vicoriamihm@yahoo.com	

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	2	3	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
       Special Education
       Gifted and Talented
       Foster, homeless, disadvantaged
       English Language Advisory Committee

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: May 14, 2018

Attested:

Debbie Stewart
Typed name of School Principal

_____
Signature of School Principal

_____
Date

Lisa Moore, SSC President
Typed name of SSC Official

_____
Signature of SSC Official

_____
Date

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
   Special Education
   Gifted and Talented
   Foster, homeless, disadvantaged
   English Language Advisory Committee

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: May 14, 2018

Attested:

Debbie Stewart	*Debbie Stewart*	5/24/19
Typed name of School Principal	Signature of School Principal	Date
Lisa Moore, SSC President	*Lisa Moore*	5/24/19
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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of 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).

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