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 | |
|---|---|---|---|---|
| **PA Walsh STEAM Academy**<br><br>Principal<br><br>Teresa Sermersheim | 43 69583 6047922 | May 29, 2019 | [Add Local Board Approval date here] | P.A. WALSH<br>PAW PRIDE |

# Plan Summary:

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

**PA Walsh STEAM Academy:**  The school has a pre-school for migrant students. TK through 5th grade make up the rest of the school's configuration. As a STEAM Academy with a full lab room, Walsh is able to provide all students with the hands-on education that people know about STEAM. The majority of our students are Hispanic, some speaking Spanish and others are English speaking only.

**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: Walsh is anxious to meet the needs of our English Language Students and/or low income students who need specific intervention to do well in reading. Last year, the school used Leveled Literacy Intervention (LLI) and found students made more progress in the half hour a day than staying in the classroom. The school is looking to keep and expand the program.

**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?

The greatest progress seen has been growth in the area of reading comparing students who have received LLI and have not. Teachers, by grade level, presented information about all their students' progress and the reading area for LLI was significant.

# 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:** Walsh is a Title 1 Schoolwide program whose plan is to put into action targeted support and 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:** English Language Arts (ELA), Math, Chronic Absenteeism
   **California Public School Dashboard Gaps:** Hispanic and Low Socioeconomic

**Local Assessment Data:**

**Stakeholder Identified Needs:**

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

The chronic absenteeism analysis shows that the school population's circumstances affect their ability to come to school. Homeless families dependent on the bus do not have sufficient funds to pay, families living on ranches are curtailed by the mud and can not leave their homes. Other children say they don't feel well and the parent does not send them to school. The school will undertake an **evidence based multi-tiered approach** to addressing this issue as follows: implementing a **Tier 1** communication and education program for families that ensures constant reminder and understanding of both the financial and instructional impacts of absenteeism; developing a **Tier 2** chronic absenteeism monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance; and an updating of our **Tier 3** truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students.

The deficits in ELA and Math reveal that inadequate reading ability is the cause. It is evident that inadequate reading ability would affect ELA. Math, now, has much reading involved and this has a direct effect on math results.

# Stakeholder Involvement

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

Stakeholders, including SSC, School personnel, and ELAC decided that additional assistance in reading should be supported in the early grades first and then to higher grade levels.

# Resource Inequities

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

Reading has detrimental effect on student achievement. By searching for students through testing with F&P, identified students will receive the LLI services. This will allow for selected students to reach grade level reading expectations. This allows for all students to reach adequate reading levels.

# 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

Walsh STEAM Academy will focus on ELA all students while refining MTSS supports designed to close gaps for high need students, specifically English Learners and Low Socioeconomic Disadvantaged.

## 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)**<br><br>**ELA** status/change<br>--All student<br>   Grade 3<br>   Grade 4<br>   Grade 5<br>--Low SES<br>   Grade 3<br>   Grade 4<br>   Grade 5<br>--SWD<br>   Grade 3<br>   Grade 4<br>   Grade 5<br>--EL<br>   Grade 3<br>   Grade 4<br>   Grade 5 | **CAASPP (Dashboard)**<br><br>**ELA**     status/change<br>--All student  Low…….-14.3<br>   Grade 3  2368<br>   Grade 4  2417<br>   Grade 5  2431<br>--Low SES  V. Low…….-19<br>   Grade 3  2357<br>   Grade 4  2397<br>   Grade 5  2410<br>--SWD  V. Low…..-24.5<br>   Grade 3  2313<br>   Grade 4  ****<br>   Grade 5  ****<br>--EL  V. Low…….-19.5<br>   Grade 3  2328<br>   Grade 4  2378<br>   Grade 5  2370 | **CAASPP (Dashboard)**<br><br>**ELA**     status/change<br>--All student  Low…….-6.9<br>   Grade 3  2351.8<br>   Grade 4  2403.7<br>   Grade 5  2433.6<br>--Low SES  Low…….-10.3<br>   Grade 3  2343.6<br>   Grade 4  2387.8<br>   Grade 5  2418.4<br>--SWD  Low…..-7.9<br>   Grade 3  2295.1<br>   Grade 4  2358.6<br>   Grade 5  ****<br>--EL  Low…….-5.2<br>   Grade 3  2317.3<br>   Grade 4  2369.1<br>   Grade 5  2389.3 | 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. |

| | | | | |
|---|---|---|---|---|
| **Math** status/change | **Math** status/change | **Math** status/change | | |
| --All student | --All student   Low…….-5.5 | --All student   Low…….-4 | | |
|    Grade 3 |    Grade 3   2370 |    Grade 3   2369.4 | | |
|    Grade 4 |    Grade 4   2422 |    Grade 4   2421.9 | | |
|    Grade 5 |    Grade 5   2440 |    Grade 5   2414.5 | | |
| --Low SES | --Low SES   Low…….-6.2 | --Low SES   Low…….-7.7 | | |
|    Grade 3 |    Grade 3   2407 |    Grade 3   2360.1 | | |
|    Grade 4 |    Grade 4   2458 |    Grade 4   2410.6 | | |
|    Grade 5 |    Grade 5   2492 |    Grade 5   2400.2 | | |
| --SWD | --SWD   V. Low……+16 | --SWD   Low……2.6 | | |
|    Grade 3 |    Grade 3   2336 |    Grade 3   2326.7 | | |
|    Grade 4 |    Grade 4   **** |    Grade 4   2398.4 | | |
|    Grade 5 |    Grade 5   **** |    Grade 5   **** | | |
| --EL | --EL   Low……..-3.2 | --EL   Low……..-7.9 | | |
|    Grade 3 |    Grade 3   2350 |    Grade 3   2342.4 | | |
|    Grade 4 |    Grade 4   2392 |    Grade 4   2400.1 | | |
|    Grade 5 |    Grade 5   2407 |    Grade 5   2384.3 | | |
| **Science** status/change | **Science** status/change | **Science** status/change | | |
| Grade 5 only | Grade 5 only   **No Scores** | Grade 5 only   **No Scores** | | |
| --All student | --All student   **Pilot Year** | --All student   **Pilot Year** | | |
| --Low SES | --Low SES | --Low SES | | |
| --SWD | --SWD | --SWD | | |
| --EL | --EL | --EL | | |
| **NWEA MAP Assessment** **Fall to Winter** Growth: **ELA** | **NWEA MAP** **Fall to Winter** School Growth: **ELA**   School   National | **NWEA MAP** **Fall to Winter** School Growth: **ELA**   School   National | | |
| --Grade K  optional | --Grade K   *** | --Grade K   *** | | |
| --Grade 1  optional | --Grade 1   *** | --Grade 1   *** | | |
| --Grade 2 | --Grade 2   +11.6   +6.7 | --Grade 2   +9.9   +9.5 | | |
| --Grade 3 | --Grade 3   +6.8   +5.4 | --Grade 3   +9.8   +7.7 | | |
| --Grade 4 | --Grade 4   +4.2   +4.0 | --Grade 4   +3.6   +5.7 | | |
| --Grade 5 | --Grade 5   +2.8   +3.1 | --Grade 5   +3.1   +4.4 | | |
| **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 K  optional | --Grade K   *** | --Grade K   *** | | |
| --Grade 1  optional | --Grade 1   *** | --Grade 1   *** | | |
| --Grade 2 | --Grade 2   +10.3   +6.8 | --Grade 2   +14.1   +9.6 | | |
| --Grade 3 | --Grade 3   +5.6   +5.5 | --Grade 3   +14.2   +7.6 | | |
| --Grade 4 | --Grade 4   +4.8   +4.4 | --Grade 4   +4.8   +6.1 | | |
| --Grade 5 | --Grade 5   +1.9   +3.6 | --Grade 5   +5.6   +5.0 | | |
| **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<br>Groups in Red/Orange: | **Dashboard** Academic Indicator<br>Suspension:<br>   Orange: All, El. SED<br>   Red:   White<br>EL Progress<br>   Red:   English Learners<br>ELA<br>   Orange: All,<br>   Red:  EL, SED, Hispanic<br>Math:<br>   Orange: All, EL, SED, Hisp | **Dashboard** Academic Indicator<br>Suspension:<br>   No Red or orange<br>Chronic Absenteeism<br>   Orange: All, El. SED, Hisp,Wht<br>ELA<br>      Red:  ALL EL, SED, Hispanic<br>Math:<br>   Orange: All, EL, Hisp<br>      Red: SED | 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**<br>--EL Progress<br>--EL status & change<br>--EL Reclass Rate | **Biliteracy**<br>--EL Progress:   RED<br>--status & change: Low, -11.7<br>--Reclass Rate:    **7.3%** | **Biliteracy**<br>With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure..Reclass Rate: =  2.6**%** | Maintain high status or positive growth in all categories | Maintain high status or positive growth in all categories |
| **Literacy Measure: F&P**<br>--Avg K reading level Fall<br>--Avg K reading level Mar.<br>--% at grade level Mar.<br><br>--Avg 1 reading level Fall<br>--Avg 1 reading level Mar<br>--% at grade level Mar.<br><br>--Avg 2 reading level Fall<br>--Avg 2 reading level Mar<br>--% at grade level Mar.<br><br>--Avg 3 reading level Fall<br>--Avg 3 reading level Mar<br>--% at grade level Mar.<br><br>--Avg 4 reading level Fal<br>--Avg 4 reading level Marl<br>--% at grade level Mar.<br><br>--Avg 5 reading level Fall<br>--Avg 5 reading level Mar<br>--% at grade level Mar. | **Fountas & Pinnell by grade**<br>--Avg K Fall:<br>--Avg K Mar:       0.4<br>--At level Mar:<br><br>--Avg 1 Fall:       0.9<br>--Avg 1 Mar:<br>--At level Mar:<br><br>--Avg 2  Fall:      2.0<br>--Avg 2 Mar:       2.4<br>--At level Mar:     45%<br><br>--Avg 3 Fall:       2.7<br>--Avg 3 Mar:       2.9<br>--At level Mar:     26%<br><br>--Avg 4 Fall:       3.9<br>--Avg 4 Mar:       4.2<br>--At level Mar:       33%<br><br>--Avg 5 Fall:       3.6<br>--Avg 5 Mar:       ***<br>--At level Mar:     14% | **Fountas & Pinnell by grade**<br>--Avg K Fall:       N/A<br>--Avg K Mar:       0.2<br>--At level Mar:     17%<br><br>--Avg 1 Fall:       1.0<br>--Avg 1 Mar:       1.4<br>--At level Mar:     29%<br><br>--Avg 2  Fall:      1.9<br>--Avg 2 Mar:       2.3<br>--At level Mar:     43%<br><br>--Avg 3 Fall:       2.8<br>--Avg 3 Mar:       3.3<br>--At level Mar:     54%<br><br>--Avg 4 Fall:       3.3<br>--Avg 4 Mar:       3.9<br>--At level Mar:       44%<br><br>--Avg 5 Fall:       4.0<br>--Avg 5 Mar:       4.5<br>--At level Mar:     37% | 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**<br>--# of New Referrals:<br>--# Qualified:<br>--# of Exits:<br>--% Non English Learner: | **Special Education** non SLP only<br>--# Referrals: TBD<br>--# Qualified: TBD<br>--# of Exits:: TBD | **Special Education** non SLP only<br>--# Referrals: TBD<br>--# Qualified: TBD<br>--of Exits:: TBD | Minimize gaps in referral rates and reduce overall rate by inclusion | Minimize gaps in referral rates and reduce overall rate by inclusion |

| --% English Learner: | --% Non EL: TBD<br>--% EL: TBD | --% Non EL: TBD<br>--% EL: TBD | | |
|---|---|---|---|---|
| **Implementation Status:**<br>*By Staff Survey Rubric*<br>--Mathematics<br>--English (ELA/ELD)<br>--History<br>--Science<br>--MTSS Academic:<br>--MTSS Soc. Emot:<br>--PLC | **Implementation Status:**<br>*Scores on 5 point rubric survey*<br>--Mathematics:    3.7<br>--ELA/ELD:    3.2<br>--History:    1.29<br>--Science    1.88<br>--MTSS Academic:    3.1<br>--MTSS Soc. Emot:    2.8<br>--PLC    3.2 | **Implementation Status:**<br>*Scores on 5 point rubric survey*<br>--Mathematics:    4.2<br>--ELA/ELD:    3.7<br>--History:    2.7<br>--Science:    2.4<br>--MTSS Academic:    3.4<br>--MTSS SEL :    3.2<br>--PLC:    3.9<br>—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**<br>--Ext. day participants in Wolf Den<br>--Accessing Read 180<br>-Accessing System 44<br>--Accessing LLI<br>--Accessing Lexia<br>--Accessing Study Island | **Usage Monitoring**<br>--Extended Day Wolf Den :<br>Session 1 131 students<br>Session 2 134 students<br>Session 3 153 students<br>Session 4 141 students<br>--Read 180/System 44:<br>Two groups of 18<br>--Lexia:  65% usage, 66% at GL<br>--Study Island:  27,165 (3/15/18) | **Usage Monitoring**<br>--Extended Day:130  students<br>--Read 180:  36<br>-LLI: 50 students<br>--Lexia:: 62% use; 70% at /above<br>--Study Island: 1456 sessions, 15,315 question at 64% correct | Increase usage by ⅓ compared to overall need during each year of 3 year plan. | Increase usage by ⅓ compared to overall need during each year of 3 year plan. |
| **Other Site Specific metrics:** | | | | |

## Goal 1 Action 1: Tier 1 Staff

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

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

All Students

Strategy/Activity

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

Programs and services funded in this School Plan include:

1. Instructional Rounds: Substitutes for lead team. Team will likely develop videos of teachers to use for instructional rounds.

**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) |
|---|---|---|
| Substitutes x 10 | 1500 | Title 1 |
| | | |
| | | |
| | | |

# 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. Bilingual Instructional Aides
2. Wolf Den After School program (District Funded)

**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) |
|---|---|---|
| Bilingual Instructional Aides 3 @ 6 hours, 1 @ 2 hours | 127,000 | Title 1 100,000  LCFF 27,000 |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

## 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. Field Trips
2. PD stipend or payment for presentations/PDs

**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**

| Goal 1 Action 3 Strategy/Activity | Amount(s) | Source(s) |
|---|---|---|
| Educational field trips | 9000 | LCFF |
| PD | 1640 | Title 1 |
| | | |
| | | |

## 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. Licenses for programs like Mystery Science, AR, Hapara, etc.

  2. Technology repair and replacement

  3. Stipends for Student Council, Noon Sports/Safety Patrol, Tech Master, Lead teacher etc.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

**Goal 1 Action 4 Strategy/Activity**

| | | |
|---|---|---|
| Licenses | $4000 | LCFF |
| Tech repair | $1000 (increase later if needed and $ available) | State Lottery |
| Stipends | 6400 | State 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.  Substitutes for teamwork for parents and staff including SSTs, meetings etc

**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) |
|---|---|---|
| Substitutes | 1500 | 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.  Family Information/Events

2. Training materials for school committees and student support personnel

**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) |
|---|---|---|
| Family info/events | 1000 | LCFF |
| Training Materials, books, pamphlets | 500 | LCFF |
| | | |
| | | |

## 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 and/or materials for classrooms

2. Health Office Supplies

3. Communication, flyers, mail, etc.

4. Contracts, purchases, repairs, toners

5. Office Supplies

6. Blackboard Connect

7. Negative Lunch Balance

**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 and Materials | $5000 | Lottery 50% and Materials 50% |
| Health Office | 1500 | Lottery |
| Communication, flyers, mail  etc | 1,400 | Lottery |
| Contracts, purchases, repairs, toners | 6,000 | Lottery |

| | | |
|---|---|---|
| Office supplies | 3,500 | Lottery |
| Blackboard Connect | 1500 | Lottery |
| Negative Lunch Balance | 500 | Lottery |

# Goal 2

**Parent Engagement** All families 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

Families need additional training as well as access to computers to learn about the Aeries Portal.

## 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 | **Link to School Site Council** | **Link to School Site Council** | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics |
| **ELAC** Agenda and minutes | **Link to ELAC** | **Link to ELAC** | 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 | **Home and School Club** | **Home and School Club** | 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** 60 cleared through HR ($35 site money each.) | Maintain consistent annual trend | Maintain consistent annual trend | Maintain consistent annual trend |
| **Money** Total from Parent Organizations | **Fundraising** Total Account: Approx 20K | Total Account: Approx 20K | Maintain consistent annual trend | Maintain consistent annual trend |
| **Mass Phone** (Blackboard) | **Mass Phone** Approx 1 message a week | Close gap  to 100% | Close gap  to 100% | Close gap  to 100% |
| **Mass email** completion **rates** | **Mass email** completion rate: 100% However, we have fewer than 200 families with email | Close gap  to 100% | Close gap  to 100% | Close gap  to 100% |

| Parent monitoring percent (Aeries) | Parent monitoring percent accessing Aeries: **34%** | Parent monitoring Accessing Aeries: 42.8% 48 hits | Close gap to 100% | Close gap to 100% |
|---|---|---|---|---|
| **Parent Education** programs | English as second language: level 1 and 2 (twice a week) First Five: Early Literacy for your child (weekly) Parenting classes: Individual and group | English as second language: level 1 and 2 (twice a week) First Five: Early Literacy for your child (weekly) Parenting classes: Individual and group Public Health: Nutrition Classes, monthly | Monitor in conjunction with parent needs. Maintain consistent service | Monitor in conjunction with parent needs. Maintain consistent service. |
| **Parent Communication through Class Dojo Statistics** | Class Dojo: 28 teachers, 473 Families 2762 class story moments shared 5643 conversations messaged 942 posts translated 106400 parent views **10429 parent likes** | | | |
| **Parent Survey Results:** | **5 point rubric scores on key questions from parent surveys** | | | |
| Our school encourages parent participation in decision making: | **4.18** | **3.65** | Improve score on parent rubric | Improve score on parent rubric |
| Our school encourages parent volunteers in a variety of roles: | **4.31** | **4.0** | Improve score on parent rubric | Improve score on parent rubric |
| Our school makes parents feel like valued partners in education | **4.13** | **3.65** | Improve score on parent rubric | Improve score on parent rubric |
| Parents are satisfied with level of 2-way communication | **4.05** | **3.5** | Improve score on parent rubric | Improve score on parent rubric |
| Our school provides adequate monitoring info for grades & attendance | **4.08** | **3.71** | Improve score on parent rubric | Improve score on parent rubric |

| | | | | |
|---|---|---|---|---|
| Our school is physically safe: | **3.82** | **3.79** | Improve score on parent rubric | Improve score on parent rubric |
| Ours school meets social emotional needs: | **3.87** | **3.57** | Improve score on parent rubric | Improve score on parent rubric |
| Our school values diversity: | **4.08** | **3.79** | Improve score on parent rubric | Improve score on parent rubric |
| Parents satisfied with learning environment | **4.00** | **3.5** | Improve score on parent rubric | Improve score on parent rubric |
| Our school has a challenging curriculum | **3.82** | **3.36** | Improve score on parent rubric | Improve score on parent rubric |
| Parents encourage after school participation | **4.28** | **4.0** | Improve score on parent rubric | Improve score on parent rubric |
| Parents have a high knowledge of support and extended programs | **4.15** | **3.64** | Improve score on parent rubric | Improve score on parent rubric |
| Our school has a high variety of extended programs available. | **3.97** | **3.43** | Improve score on parent rubric | Improve score on parent rubric |
| My child likes school: | **4.23** | **3.79** | Improve score on parent rubric | Improve score on parent rubric |
| My child feels safe at school: | **3.97** | **4.14** | Improve score on parent rubric | Improve score on parent rubric |
| **Walsh specific**<br><br>Before School begins gathering:<br>Open house attendance:<br>Los dichos:<br>Families referred for food/clothing support)<br>2nd Harvest Food Bank:<br>Carnival:<br>Star Night<br>Hot Chocolate and crafts w/ Santa | **Walsh specific**<br><br>**Before School** begins gathering: 300<br>**Open House** attendance: 432<br>**Los Dichos**: Majority of classes<br>**Referrals for food**: 100s<br>**2nd Harvest Food Bank**: approx 400 people served monthly of MH residents, most of whom have children at Walsh.<br>**Walsh-a-Palooza**: 100s<br>**Star Night** 100s<br>**Santa and Hot chocolate**: 300 | **Walsh specific**<br><br>**Before School** gathering: 300<br>**Open House** attendance: 385<br>**Referrals for food**: 100s<br>**2nd Harvest Food Bank**: approx 400 people served monthly of MH residents, most of whom have children at Walsh.<br>**Walsh-a-Palooza**: 100s<br>**Star Night** 600<br>**Santa and Hot chocolate**: 350 | | |

## 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 Expenses for Volunteers

2. Family Education Night Flyers and Materials

3. Back to School Night, Parent Teacher Conferences, etc additional bilingual instructional aide translation needs - $2000

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Goal 2 Action 1 Strategy/Activity | Amount(s) | Source(s) |
| --- | --- | --- |
| Fingerprinting (for 40 new volunteers) | $ 1400 | Lottery |
| Family nights | $ 500 | Lottery |
| Bilingual translations | $ 2000 | 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. Student Support Personnel for variety of classes

2. Materials for outreach

**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) |
|---|---|---|
| Student Support Personnel | $ 1000 (may add if needed and $ available) | Title 1 |
| Materials (not supplies) | $ 1000 | Title 1 |
| | | |

# 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** PA Walsh has a need to address chronic absenteeism because of excessively high absenteeism rates. Families need training to understand the importance of regular attendance.

## Annual Measurable Outcomes

### EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

| Goal 3:  Student Engagement & School Climate: | | | | Link to metric instructions |
|---|---|---|---|---|
| **Metric** | **Data collected in 2017-18** | **Data collected in 2018-19** | **Data collected in 2019-20** | **Data collected in 2020-21** |
| **Attendance Rate:** | **Month 11:**          94.53% | **Month 8:**          94.82% | Increase by >0.2 per year | Increase by >0.2 per year |
| **Chronic Absenteeism Rates:**<br>Overall:<br>SWD<br>SED<br>Foster<br>Homeless<br>EL<br>White<br>Latino | **Chronic Absenteeism  Rates:**<br>(**Dashboard**)   Data map<br>Overall:          **13.7%**  Significant<br>SWD              **18.5%**<br>SED              **14.8%**<br>Foster            ****<br>Homeless      **24%**<br>EL                  **12.1%**<br>White            **9.6%**<br>Latino            **14.4%** | **Chronic Absenteeism  Rates:**<br>(**Dashboard**)   Data map<br>Overall:          **16.3%**  Significant<br>SWD              **17.2%**<br>SED              **18.0%**<br>Foster            **33.3%**<br>Homeless      **27.1%**<br>EL                  **12.7%**<br>White            **15.1%**<br>Latino            **16.9%** | Reduce gap to State average level by one-third per year | Reduce gap to State average  level by one-third per year |
| **SARB  Compliance:**<br>--# First SARB Notice<br>--# 2nd SARB Notice<br>--# Third SARB Notice<br>--# Parent Conferences<br>--#SARB Hearings | **SARB  Compliance:**<br>--# First Notice:<br>--# Second Notice:<br>--# Third Notice:<br>15 # Conferences/phone call:<br>0 # Hearings: | Maintain attendance notice practices in compliance with attendance laws. All letters were sent out in a timely fashion. Conferences were scheduled and personal notes were added on letters sent home. | Maintain attendance notice practices in compliance with attendance laws | Maintain attendance notice practices in compliance with attendance laws |

| | | | | |
|---|---|---|---|---|
| **Suspension Rates:**<br>Overall:<br>SWD<br>SED<br>Foster<br>Homeless<br>EL<br>White<br>Latino | **Suspension Rates Dashboard**<br>Overall: **1.7%**<br>SWD **1.5%**<br>SED **1.6%**<br>Foster **\*\*\***<br>Homeless **8.0%**<br>EL **1.1%**<br>White **4.1%**<br>Latino **1.0%** | **Suspension Rates Dashboard**<br>Overall: **0.8%**<br>SWD ---<br>SED ---<br>Foster ---<br>Homeless ---<br>EL ---<br>White ---<br>Latino **0.8%** | 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:**<br>Controlled Substance<br>Violence<br>Weapons<br>Behavior/Bullying | **Offenses (DataQuest):**<br>Controlled Substance: **0**<br>Violence/fighting : **14**<br>Weapons/Dang. Object: **1**<br>Behavior/Bullying: **0** | **Offenses (DataQuest):**<br>Controlled Substance: **0**<br>Violence/fighting : **5**<br>Weapons/Dang. Object: **1**<br>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 high, all grades combined** | | | |
| I feel safe at school | **3.2** | 3.4 | | |
| I feel safe at home | **3.9** | 3.6 | | |
| I have a safe staff connection to talk to. | **3.5** | 3.7 | | |
| I participate in school activities | **2.7** | 2.7 | | |
| I am happy at school | **3.2** | 3.1 | | |
| I am proud of my school | **3.3** | 3.4 | | |
| My school is an outstanding school | **3.2** | 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 | **4.07** | Survey pilot discontinued by NWEA | | |
| Peer support for learning | **3.90** | Survey pilot discontinued by NWEA | | |
| Family Support for learning | **4.32** | Survey pilot discontinued by NWEA | | |
| Sense of self control | **4.09** | Survey pilot discontinued by NWEA | | |
| Positive future outlook | **4.25** | Survey pilot discontinued by NWEA | | |
| Intrinsic Motivation | **3.36** | Survey pilot discontinued by NWEA | | |
| **Students attending Extended Day:** | # Attending Ext. Day: **100-120** | 130 | Increase participation by 10% for underperforming students | Increase participation by 10% for underperforming students |
| **Students participating Lunch time sports:** | **15-25 students per sport** | 20 per sport | Maintain consistent program | Maintain consistent program |
| **Staff Survey PBIS Implementation:** | Tier 1 training  90% complete<br>Tier 2 study 55% complete | Tier 1 training 100% complete<br>Tier 2 training 100% complete | Close ⅓ gap to survey score of 5 | Close ⅓ gap to survey score of 5 |
| **Support Referrals** | **Support Referrals**<br>Counseling programs: Approx 100 | 120 includes groups and classes | | |
| **Additional site specific:** | **Additional site specific**<br>Positive Behavior awards<br>Positive attendance programs<br>Clubs | Positive Behavior awards<br>Positive attendance programs<br>Clubs | | |

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

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

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. Additional yard duty time and student support services to provide a positive environment.

**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) |
| --- | --- | --- |
| Student Support Services | $ 4000 | Title 1 |
|  |  |  |
|  |  |  |
|  |  |  |

## 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.  Have a book club to learn more about restorative practices and/or ways to make a positive environment for low SES and EL Learners

**Proposed Expenditures for this Strategy/Activity**

| Goal 3 Action 2 Strategy/Activity | Amount(s) | Source(s) |
|---|---|---|
| Book club | $ 1500 | LCFF |
| | | |
| | | |

# Budget Summary:

| | Unrestricted Lottery | LCFF Supplemental | Federal Title 1 | Extended Day District Funded | | Other funding (ie grants) |
|---|---|---|---|---|---|---|
| Allocated | $52,125 | $53,590 | $137,033 | $35,000 | | |
| Budgeted* | $19,300 | $46,500 | $109,104 | | | |
| Spent YTD | | | | | | |
| Encumbered | | | | | | |
| Available | $32,825 | $7,090 | $27,893 | 0 | | |
| *SPSA budget by action tracker | Unrestricted Lottery | LCFF Supplemental | Federal Title 1 | Extended Day | | Other funding (ie grants) |
| Action 1.1 | | | 1,500 | | | |
| Action 1.2 | | 27,000 | 100,000 | | | |
| Action 1.3 | | 9,000 | 1,640 | | | |
| Action 1.4 | 7,400 | 4,000 | | | | |
| Action 1.5 | | 1500 | | | | |
| Action 1.6 | | 1500 | | | | |
| Action 1.7 | 10,000 | | | | | |
| Action 2.1 | 1,900 | 2,000 | | | | |
| Action 2.2 | | | 2,000 | | | |
| Action 3.1 | | | 4,000 | | | |
| Action 3.2 | | 1,500 | | | | |

# 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 | $ 137,033 |
| 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 | $ 277,748 |

# Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
| --- | --- |
| Title 1 | $ 137,033 |
| Subtotal of additional federal funds included for this school: | $ 137,033 |

| State or Local Programs | Allocation ($) |
| --- | --- |
| Unrestricted Lottery | $ 52,125 |
| LCFF Supplemental (including extended day) | $ 88,590 |
| Live Oak Foundation Grant carryover TBD | $0 |
| Subtotal of state or local funds included for this school: | $ 140,715 |

**Total of federal, state, and/or local funds for this school: $ 277,748**

# 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 408-201-6500 | Reviewed Plan Date: Throughout the year and Feb 26, March 11, May 13 & 15 |
|---|---|---|---|
| Teresa Sermersheim | Employee | | |
| Valerie Carr | Parent | | |
| Loretta Camarillo | Parent | | |
| Kim Meininger | Parent | | |
| Tomas Andrade | Employee | | |
| Blossom Dorsey | Employee | | |
| Sarah McDonald | Employee | | |
| Lori Shoemaker | Employee | | |
| Jenny Klamm | Parent | | |

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 | 3 | 1 | 4 | 0 |

# Recommendations and Assurances

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

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

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

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

   Student Stakeholder Groups
       N/A

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 13

Attested:

<u>Teresa Sermersheim</u>                                                       <u>5/28/19</u>

Typed name of School Principal                        Signature of School Principal                   Date

<u>Valerie Carr</u>                                                            <u>5/28/19</u>

Typed name of SSC President                          Signature of SSC Official                      Date

# Recommendations and Assurances

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   Parent Stakeholder Groups:
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   English Language Advisory Committee
   Enrichment

   Student Stakeholder Groups
   N/A

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Attested:

| Teresa Sermersheim | _J. Sermersheim_ | 5/28/19 |
| Typed name of School Principal | Signature of School Principal | Date |

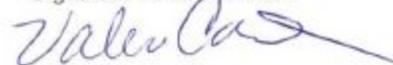| Valerie Carr | | 5/28/19 |
| Typed name of SSC President | Signature of SSC Official | Date |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

# Instructions: Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

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

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

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

# Purpose and Description

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

# Purpose

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

# Description

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

# Stakeholder Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

# Goal

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

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

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

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

# Identified Need

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

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

# Annual Measurable Outcomes

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

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

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

# Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

# Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year.  The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

## Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds

allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

# Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

# Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

# Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

# Appendix C: Select State and Federal Programs

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

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

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

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


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