



Encinal School

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Encinal Elementary School	41 68965 6044135	October 25, 2023	October 26, 2023

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)

Schoolwide Program

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.

Encinal School offers a comprehensive support system to address the diverse academic and social-emotional needs of all students. Our approach is data-informed and ensures that students receive targeted support through regular progress monitoring, multi-tiered academic assistance, evidence-based Tier 1 and 2 social-emotional programs, and meaningful parent involvement opportunities.

In our academic program, we prioritize accelerating student learning. Educators utilize both formative and summative assessments to tailor their instruction to each student's needs. For those who haven't yet reached grade-level standards, we provide initial classroom instruction and teacher-led small group sessions in English Language Arts and Mathematics. Every trimester, teachers collaborate with our literacy specialists, ELL specialists, or our teacher on Special Assignment to create student success plans for those who require academic acceleration. Our tier 2 program includes research-based interventions like short-term leveled literacy support to further enhance students' independent reading and writing skills. In first grade, our literacy specialists are certified in Reading Recovery™ and offer intensive instruction to qualifying students. We've allocated additional staffing resources to strengthen students' mathematical understanding, with two part-time teachers, equivalent to a 0.9 FTE teacher, and two classified instructional aides providing tier 2 math

intervention for students in grades 1-5. Furthermore, we offer extended day homework support for students in grades 4-5 after school throughout the academic year.

To assist English Language Learners, we have several part-time classified Instructional Assistants, funded through a combination of district and site resources, to support their journey toward English proficiency and work with students in mathematics.

We are committed to promoting the well-being of all our students. Our administrators and teachers are actively engaged in 'Restorative Practices' to cultivate healthy relationships and encourage positive discipline in the school environment. We have established multiple systems and support mechanisms to address the emotional well-being of all students, with a particular focus on those with social-emotional and behavioral needs.

Our initiatives include various parent engagement opportunities, such as New Family Orientation, the English Learner Advisory Council, comprehensive Kinder Welcome and orientation programs for families, School Site Council, and the Parent Teacher Organization. Our school-wide parent communication tools enable parents to communicate with the school and classroom teachers in their preferred language. These programs and tools aim to foster a sense of belonging at the school, provide a platform for parents and staff to collaborate and learn together, and remove language barriers for our ELL families.

We also use key acronyms for reference throughout this document:

SWD: Students with Disabilities

SED: Socioeconomically Disadvantaged

ELD: English Language Development

ELL: English Language Learner

SEL: Social Emotional Learning

College Bound: A collective term for students falling under MPCSD's programs, including SWD, SED, ELL, students in the Tinsley Transfer Program, Homeless/Foster Youth, and HI/AA.

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our school site council meets monthly. The principal and the parent chair co-create agenda items each month. Our SSC reviews the school's academic data through regular progress monitoring and provides input into our SPSA, school safety plan, and site-based initiatives. Each year, our SSC reviews the student and parent feedback from our annual school site survey and communicates the strengths and areas of focus. During the 22-23 school year, SSC met on the following dates: 08/31/22, 09/21/22, 10/19/22, 11/16/22, 12/21/22, 3/15/23, 4/19/23, 5/17/23. For the 23-24 school year, SSC met on 08/30/23 for SSC training and on 10/25/23 to approve our single plan for student achievement. SSC meets on the 3rd Wednesday of the month throughout the school year.

Resource Inequities

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

The school ensures that all core and supplementary curriculum resources are available to students. Essential classroom supplies for all teachers are provided through parent donations by our parent-teacher organization. Every student has access to grade-level curriculum and technology. Those students with additional academic and social-emotional needs receive support from interventionists, classroom teachers, and the school counselor. In cases where students require iPads for home use, the school provides them to those in need. As of now, there are no existing inequities within the school's provisions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.4%	0.64%	1.16%	9	4	7
Asian	15.9%	16.96%	17.61%	99	106	106
Filipino	0.8%	0.80%	0.83%	5	5	5
Hispanic/Latino	21.5%	23.84%	25.08%	134	149	151
Pacific Islander	1.6%	1.92%	1.66%	10	12	10
White	49.1%	43.84%	42.52%	306	274	256
Multiple/No Response	8.8%	11.04%	10.13%	55	69	61
	Total Enrollment			623	625	602

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	101	103	93
Grade 1	118	104	97
Grade 2	88	113	108
Grade 3	97	90	108
Grade 4	111	103	92
Grade 5	108	112	103
Grade 6			1
Total Enrollment	623	625	602

Conclusions based on this data:

1. We are a diverse community of learners representing a global community.
2. Our 2nd and 3rd largest student groups are Hispanic/Latino and Asian.
3. Native Spanish speakers have an opportunity to participate in our Spanish Immersion program enabling them to learn content in their home language.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	67	84	74	10.8%	13.4%	12.3%
Fluent English Proficient (FEP)	62	64	63	10.0%	10.2%	10.5%
Reclassified Fluent English Proficient (RFEP)	29	23	25	4.7%	3.7%	4.2%

Conclusions based on this data:

1. Approximately 27% of our students are at various English Language Development stages, ranging from newly learning English to fully fluent.
2. Approximately 14% of our student body are entering school already bilingual.
3. MPCSD utilizes grant funding to support 1.0 FTE English Language Development Teacher in addition to our ongoing 1.0 FTE English Language Development Teacher site allocation. Having two designated ELD teachers supports ELD development for a significant ELL population at our school.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	91	108	0	90	102	0	90	102	0.0	98.9	94.4
Grade 4	109	102	92	0	101	88	0	101	88	0.0	99.0	95.7
Grade 5	105	108	103	0	100	101	0	100	101	0.0	92.6	98.1
All Grades	314	301	303	0	291	291	0	291	291	0.0	96.7	96.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2480.	2480		52.22	49.0		18.89	23.5		14.44	19.6		14.44	7.8
Grade 4		2566.	2536		69.31	60.9		20.79	12.6		4.95	17.2		4.95	9.2
Grade 5		2574.	2607		53.00	64.0		29.00	27.0		8.00	3.0		10.00	6.0
All Grades	N/A	N/A	N/A		58.42	57.8		23.02	21.5		8.93	13.1		9.62	7.6

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		33.33	35.3%		60.00	62.8%		6.67	2.0%			
Grade 4		47.52	37.9%		46.53	57.5%		5.94	4.6%			
Grade 5		43.00	49.0%		53.00	45.0%		4.00	6.0%			
All Grades		41.58	40.8%		52.92	55.0%		5.50	4.2%			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.67	32.4%		44.44	57.8%		18.89	9.8%
Grade 4		56.44	43.7%		41.58	49.4%		1.98	6.9%
Grade 5		48.00	62.0%		45.00	33.0%		7.00	5.0%
All Grades		47.42	46.0%		43.64	46.7%		8.93	7.3%

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.33	23.5%		68.89	70.6%		7.78	5.9%
Grade 4		27.72	31.0%		68.32	64.4%		3.96	4.6%
Grade 5		28.00	38.0%		66.00	58.0%		6.00	4.0%
All Grades		26.46	30.8%		67.70	64.4%		5.84	4.8%

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33	33.3%		58.89	59.8%		7.78	6.9%
Grade 4		46.53	32.2%		47.52	60.9%		5.94	6.9%
Grade 5		33.00	43.0%		60.00	52.0%		7.00	5.0%
All Grades		37.80	36.3%		55.33	57.4%		6.87	6.2%

Conclusions based on this data:

1. Encinal School continues to maintain an elevated performance in ELA and Mathematics. Among all students, 79% met or exceeded standard for ELA, compared to 81% in 2022
2. There is positive growth reflected in the claim areas. Specifically, 4% to 7% of students are Below Standard in any of the four ELA claims, which is a decrease from 2022 (6% to 9%) and 2019 (5% to 8%).
3. Although the improvements are slight, they are significant as this suggests that the learning recovery improvement efforts have been supportive for Encinal students during an unprecedented pandemic learning environment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	91	108	0	90	103	0	90	103	0.0	98.9	95.4
Grade 4	109	102	92	0	102	86	0	102	86	0.0	100.0	93.5
Grade 5	105	108	103	0	97	100	0	97	100	0.0	89.8	97.1
All Grades	314	301	303	0	289	289	0	289	289	0.0	96.0	95.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2492.	2498		53.33	48.5		22.22	23.3		13.33	19.4		11.11	8.7
Grade 4		2571.	2540		66.67	55.8		20.59	25.6		9.80	7.0		2.94	11.6
Grade 5		2573.	2593		53.61	61.0		21.65	18.0		14.43	16.0		10.31	5.0
All Grades	N/A	N/A	N/A		58.13	55.2		21.45	22.2		12.46	14.6		7.96	8.0

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		56.67	53.4%		30.00	37.9%		13.33	8.7%	
Grade 4		70.59	53.5%		23.53	36.1%		5.88	10.5%	
Grade 5		55.67	59.6%		36.08	33.3%		8.25	7.1%	
All Grades		61.25	55.6%		29.76	35.8%		9.00	8.7%	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.78	51.5%		41.11	39.8%		11.11	8.7%
Grade 4		62.75	55.8%		29.41	32.6%		7.84	11.6%
Grade 5		43.30	44.4%		45.36	49.5%		11.34	6.1%
All Grades		51.56	50.4%		38.41	41.0%		10.03	8.7%

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.56	50.5%		35.56	44.7%		8.89	4.9%
Grade 4		62.75	53.5%		33.33	38.4%		3.92	8.1%
Grade 5		39.18	46.5%		53.61	46.5%		7.22	7.1%
All Grades		52.60	50.0%		40.83	43.4%		6.57	6.6%

Conclusions based on this data:

1. Encinal School continues to maintain an elevated performance in Mathematics. Among all students, 78% met or exceeded standard for Mathematics, compared to 80% in 2022.
2. In Math, there are also slight improvements in decreasing the percentage of students performing below standard.
3. In 2023, 7% to 9% of students were below standard in comparison to 2022 (7% to 10%) and 2019 (7% to 10%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Grade K	1452.8	1463.6	1467.9	1481.1	1417.3	1422.8	20	11
Grade 1	*	1490.3	*	1503.1	*	1477.2	5	15
Grade 2	1522.6	*	1527.5	*	1517.4	*	17	6
Grade 3	1487.8	1509.9	1485.8	1518	1489.5	1501.6	13	16
Grade 4	*	1534.6	*	1536.1	*	1532.6	4	12
Grade 5	1557.7	*	1577.5	*	1537.2	*	13	4
All Grades							72	64

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	20.00	36.4%	60.00	27.3%	15.00	18.2%	5.00	18.2%	20	11
1	*	26.7%	*	46.7%	*	20.0%	*	6.7%	*	15
2	35.29	*	58.82	*	5.88	*	0.00	*	17	6
3	7.69	37.5%	61.54	37.5%	15.38	18.8%	15.38	6.3%	13	16
4	*	33.3%	*	41.7%	*	16.7%	*	8.3%	*	12
5	30.77	*	46.15	*	23.08	*	0.00	*	13	4
All Grades	23.61	29.7%	52.78	42.2%	19.44	15.6%	4.17	12.5%	72	64

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	40.00	54.6%	35.00	9.1%	20.00	18.2%	5.00	18.2%	20	11
1	*	60.0%	*	33.3%	*	6.7%	*	0.0%	*	15
2	58.82	*	29.41	*	11.76	*	0.00	*	17	6
3	30.77	56.3%	38.46	31.3%	15.38	6.3%	15.38	6.3%	13	16
4	*	66.7%	*	16.7%	*	8.3%	*	8.3%	*	12
5	61.54	*	30.77	*	7.69	*	0.00	*	13	4
All Grades	48.61	54.7%	30.56	26.6%	16.67	7.8%	4.17	10.9%	72	64

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	5.00	9.1%	45.00	36.4%	50.00	36.4%	0.00	18.2%	20	11
1	*	13.3%	*	33.3%	*	26.7%	*	26.7%	*	15
2	17.65	*	64.71	*	17.65	*	0.00	*	17	6
3	7.69	0.0%	46.15	56.3%	23.08	37.5%	23.08	6.3%	13	16
4	*	25.0%	*	25.0%	*	25.0%	*	25.0%	*	12
5	7.69	*	38.46	*	38.46	*	15.38	*	13	4
All Grades	11.11	10.9%	47.22	39.1%	33.33	29.7%	8.33	20.3%	72	64

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	
K	70.00	54.6%	25.00	27.3%	5.00	18.2%	20	11	
1	*	73.3%	*	26.7%	*	0.0%	*	15	
2	47.06	*	52.94	*	0.00	*	17	6	
3	53.85	50.0%	15.38	43.8%	30.77	6.3%	13	16	
4	*	50.0%	*	41.7%	*	8.3%	*	12	
5	38.46	*	53.85	*	7.69	*	13	4	
All Grades	51.39	53.1%	40.28	37.5%	8.33	9.4%	72	64	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	
K	35.00	27.3%	45.00	54.6%	20.00	18.2%	20	11	
1	*	46.7%	*	46.7%	*	6.7%	*	15	
2	52.94	*	41.18	*	5.88	*	17	6	
3	30.77	62.5%	53.85	31.3%	15.38	6.3%	13	16	
4	*	75.0%	*	16.7%	*	8.3%	*	12	
5	76.92	*	23.08	*	0.00	*	13	4	
All Grades	47.22	56.3%	43.06	31.3%	9.72	12.5%	72	64	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	5.00	9.1%	90.00	81.8%	5.00	9.1%	20	11
1	*	33.3%	*	33.3%	*	33.3%	*	15
2	35.29	*	64.71	*	0.00	*	17	6
3	7.69	0.0%	46.15	81.3%	46.15	18.8%	13	16
4	*	25.0%	*	50.0%	*	25.0%	*	12
5	7.69	*	76.92	*	15.38	*	13	4
All Grades	15.28	17.2%	69.44	59.4%	15.28	23.4%	72	64

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	35.00	45.5%	50.00	27.3%	15.00	27.3%	20	11
1	*	13.3%	*	80.0%	*	6.7%	*	15
2	23.53	*	76.47	*	0.00	*	17	6
3	15.38	31.3%	76.92	62.5%	7.69	6.3%	13	16
4	*	25.0%	*	66.7%	*	8.3%	*	12
5	15.38	*	76.92	*	7.69	*	13	4
All Grades	23.61	25.0%	68.06	60.9%	8.33	14.1%	72	64

Conclusions based on this data:

1. Continue use of Kwan funds to provide 2 hrs/day of ELL IA support.
2. ELA lesson planning is to include ELD standards for reading and writing. 23-24 instructional focus in the classroom includes emphasis on language acquisition strategies, specifically in the field of science.
3. Site is designating 4 early release Thursdays as "Language Acquisition Thursdays" where our Spanish Immersion team and our English Only teams focus specifically on language acquisition strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity+Bias Goal

LEA/LCAP Goal

Broad Goal: Over a three-year period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high level and stay engaged as measured by a staff self-reflective Panorama survey.

*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Goal 1

Broad Goal/Healthy and Collaborative Relationships: Over three years, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment for all students to learn at a high level and stay engaged, as measured by a staff self-reflective Panorama survey. Metric: 3% gain from the 21-22 survey

*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Identified Need

Providing students with a culturally responsive learning environment will honor each student's identity, interests, strengths and needs. Healthy and collaborative relationships are foundational for cultivating a strong sense of belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of district staff participation in the annual Panorama focusing on Equity and Bias.	2022-23 57.6% of Encinal staff participated in the annual Panorama on Equity and Bias.	2023-24 60% of Encinal staff will participate in the annual Panorama survey on Equity and Bias.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students; SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Strategy/Activity

1.1. Multicultural education: In partnership with our PTO, schedule school assemblies and family events that reflect various cultures. Some examples include Dia de los Muertos, Lion Dance, African drummers and Dewali assemblies this year. Our school wide spring family event is being planned with a multicultural theme.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students; SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Strategy/Activity

1.2 Social Justice Education: Grade-level teams integrate the Encinal Learner Aims into our curriculum. These Learner Aims align with the principles of Learning for Social Justice Standards and are presented in a child-friendly manner in every classroom. Each Learner Aim outlines 3-5 elements that guide students on how to practice them in their daily lives.

Teachers foster a sense of community through "Get-to-Know" activities, including community circles and assignments that celebrate the unique histories, cultures, and identities of each student's family. Our annual "KNOW MY NAME" campaign emphasizes the importance of correctly pronouncing and respecting one another's names.

In addition, we regularly reinforce our Learner Aims through monthly grade-level "Awesome ME" assemblies, ENTV student broadcasts, parent communications, and age-appropriate activities for students from TK-5, all of which center around broader school mission.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students; SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Strategy/Activity

1.3 Social Justice Education: Continue Learning for Justice Community Read initiative, a collaborative effort with Laurel Elementary, to raise awareness about Justice. This initiative aims to connect high-quality read alouds with Learning for Justice standards to support classroom conversations and the building of an inclusive school community. The Learning for Justice standards focus on four essential domains of learning: Identity Awareness, Diversity Awareness, Justice Mindedness, and Action Orientedness. TK-5 Classrooms then receive a copy of a selected

piece of children's literature to read to their class and follow the teacher-created accompanying discussion guides. The committee will strive to choose books that include stories about SWD, SED, ELL, 1st gen college students, race/ethnicity, and gender identity status. Quarterly updates on the initiative will be communicated through parent communication tools and be an agenda topic during parent events such as school site council, PTO general meetings, English Learner Advisory Council, and New Family Welcomes. Selected books reflect needs in both English and Spanish Immersion classes. Staff will learn more about Learning for Justice Standards during collaborative work with the Teacher on Special Assignment. Our specialists support our beginning of the year selection, *Jefferson Actually*, with art enrichment identity-based activities, along with 3rd-grade classes creating their own musical version of the story to be performed later this year.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students; SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Strategy/Activity

1.4 Culturally Responsive Pedagogy: Use the 23-24 school year to partner with Diversity, Equity, and Inclusion Coordinator to develop and calibrate an understanding of culturally responsive practices in the classroom, in preparation as a focus for the 24-25 school year.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the 2022-23 school year, Encinal's Learning for Justice Community Reads Initiative began its second year of implementation. This initiative is a collaborative effort with Laurel Elementary to promote awareness of justice. Its primary goal is to connect high-quality read-alouds with Learning for Justice standards, facilitating classroom discussions and fostering an inclusive school community. The Learning for Justice standards focus on four crucial learning domains: Identity Awareness, Diversity Awareness, Justice-Mindedness, and Action-Orientedness. The initiative is carried out by teachers from both Laurel and Encinal School, with guidance from MPCSD's Diversity, Equity, and Inclusion Coordinator in the book selection process and the creation of classroom learning experiences.

The committee involved in this initiative carefully evaluates a wide range of children's literature during the book selection process, aiming to include titles from authors and illustrators that represent diverse cultures. Through guided discussions, students are encouraged to connect with the text, drawing parallels to their own lives and those of others. Additional classroom activities

provide students with opportunities to think critically about universal themes, particularly the journey to self-discovery, emphasizing its unique significance for each individual. This initiative aligns with our school's mission to honor all voices and cultures, emphasizing the strength and value of diversity.

Furthermore, we acknowledge the need to move beyond traditional multicultural and social justice education to focus on critical pedagogy as we work towards centering equity in our practices. In the upcoming year, the site's leadership team, which comprises administrators, TOSA, a counselor, and a grade-level lead teacher, will closely collaborate with MPCSD's Diversity, Equity, and Inclusion Coordinator. Together, they will explore culturally responsive teaching practices in the classroom, as a preparatory step for making this a broader focus for the entire school community in the 2024-25 school year. The team will hold monthly meetings throughout the 2023-24 school year to facilitate this process.

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

No major differences

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.

For the 2023-24 school year, we are continuing our Learning for Justice Community Reads Initiative, which aims to involve parents in the student learning process. As part of this initiative, we have shared the title of the book with our parent community and encouraged them to share their personal stories and experiences with us as we design the student learning activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement Goal

LEA/LCAP Goal

Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the three-year period of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.

* - SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status

Goal 2

Broad Goal: Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the three-year period as measured by the Smarter Balanced Assessment and Site Benchmark Data. (An average of 3% growth each year.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year. **Metric:** Establish Baseline SBAC data during the 21-22 school year, progress monitor 3X year with site/MPCSD Benchmark Data with goal of increasing student performance in each line item by 3%.

* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity

Identified Need

Although there are many individual student highlights SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity as a group remain a focus area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 F&P : Number of underrepresented students from the following groups meeting or exceeding standards will increase by 2-3%	2023 K-2 F&P Actuals: ALL: 83% HI, AA, PI: baseline 69% Socio-Economic disadvantaged: 58% EL:67% RFEP:100% Ever EL: 77%	2024 Expected Outcomes: ALL: 80% HI, AA, PI: 68% Socio-Economic disadvantaged: 53% English Learners & RFEP: 73% SWD: 56%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic disadvantaged Non-native English speaker Students with Disabilities Foster Youth 	SWD: 53%	
<p>K-2 Writing Rubric: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 2-3%</p> <ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic disadvantaged Non-native English speaker, Students with Disabilities, Foster Youth 	<p>2023 K-2 Writing Actuals:</p> <p>ALL: 86%</p> <p>HI, AA, PI: 74%</p> <p>Socio-Economic disadvantaged: 67%</p> <p>EL: 67%</p> <p>RFEP: 91%</p> <p>EVER EL: 79%</p> <p>SWD: 49%</p>	<p>2024 Expected Outcomes:</p> <p>ALL: 89%</p> <p>HI, AA, PI: 77%</p> <p>Socio-Economic disadvantaged: 70%</p> <p>EL: 70%</p> <p>RFEP: 94%</p> <p>EVER EL: 82%</p> <p>SWD: 52%</p>
<p>3-5 SBAC ELA: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 5%</p> <ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic disadvantaged Non-native English speaker (EL + RFEP) Students with Disabilities Foster Youth 	<p>2023 SBAC ELA Baseline:</p> <p>ALL: 79%</p> <p>HI, AA, PI: 51%</p> <p>Socio-Economic disadvantaged: 48%</p> <p>EL: 09%</p> <p>RFEP: 81%</p> <p>EVER EL: 52%</p> <p>SWD: 26%</p>	<p>2024 Expected Outcomes:</p> <p>ALL: 82%</p> <p>HI, AA, PI: 54%</p> <p>Socio-Economic disadvantaged: 51%</p> <p>EL: 12%</p> <p>RFEP: 84%</p> <p>EVER EL: 55%</p> <p>SWD: 29%</p>
<p>3-5 SBAC Math: Number of underrepresented students from the following groups</p>	<p>2023 SBAC Math Baseline:</p> <p>ALL: 78%</p> <p>HI, AA, PI: 49%</p>	<p>2024 Expected Outcomes:</p> <p>ALL: 81%</p> <p>HI, AA, PI: 52%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
meeting or exceeding standards will increase by 5% <ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic disadvantaged Non-native English speaker, Students with Disabilities Foster Youth 	Socio-Economic disadvantaged:35% EL: 27% RFEP: 87% EVER EL: 62% SWD: 35%	Socio-Economic disadvantaged:38% EL: 30% RFEP: 90% EVER EL: 65% SWD: 38%
Overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.	3-5 SBAC ELA 2023 Baseline All students: 58% scoring standard exceeded (79% meeting & exceeding standard) 3-5 SBAC Math 2023 Baseline All students: 55% scoring standard exceeded (78% meeting & exceeding standard)	2024 Expected Outcomes: 3-5 SBAC ELA 2023 Baseline All students: 61% scoring standard exceeded 3-5 SBAC Math 2023 Baseline All students: 58% scoring standard exceeded

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Identified students needing academic acceleration in core content

Strategy/Activity

2.1 Instructional Coaching places a strong emphasis on Peer-to-Peer Collaboration Structures that yield high impact results by encouraging students to express their thoughts and collaborate effectively. This approach ensures that each student's perspective is not only acknowledged but also valued, fostering an inclusive and collaborative learning community where learning is an expectation for every student. Our approach involves administrators, instructional coaches, and teacher leaders using staff meeting structures to exemplify key components of a thinking classroom, such as the timing, method, and context of assigning tasks, the formation of collaborative groups, and the consideration of the physical classroom environment.

When students make their thought processes visible, it opens up opportunities for various learning modalities and enhances their cognitive abilities as they articulate, clarify, and synthesize their ideas. Central to our approach is establishing a solid foundation in Science content vocabulary, which serves as the cornerstone for demonstrating thinking structures to our teaching staff. This

focus revolves around enhancing listening, speaking, and critical thinking skills in our classrooms. To illustrate how this can be achieved in practice, one model involves the use of standing vertical whiteboards, among other strategies. In support of this initiative, site funds will be allocated for the procurement of vertical whiteboards for classroom use, and our Instructional Coach will be available to assist classroom teachers with lesson design and implementation.

Moreover, we will introduce two school-wide Math Problems-of-the-Year, occurring twice a year, which will engage students in complex mathematical tasks that showcase their collaborative skills and critical thinking abilities. These efforts align closely with the Encinal Learner Aims of fostering Critical Thinking, Literacy, and Collaboration.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students ELA and Mathematics

Strategy/Activity

2.2 Instructional Coaching will align with both classroom and school objectives. At the classroom level, coaching will emphasize instruction and curriculum in the following key areas:

1. Enhancing mathematics education through the use of manipulatives, collections, and games.
2. Fostering critical thinking, problem-solving, and hands-on learning in mathematics.
3. Supporting the integration of TWIG Science and English Language Development.
4. Ensuring the incorporation of cross-cutting concepts and language acquisition strategies across all subjects.

At the school level, instructional coaching will play a pivotal role in facilitating Teacher Release Tuesdays, which will be instrumental in advancing the site's overarching goals as mentioned above. Additionally, three teachers will actively participate in the Silicon Valley Math Initiative Lesson Study Professional Learning Community this year. Lesson study entails a structured professional development approach where teachers engage in a continuous cycle of instructional improvement, centered around the planning, observation, and refinement of lessons.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 We offer a Multi-tiered System of Support (MTSS), which includes Extended Day Learning Opportunities. Our approach involves a detailed analysis of student work and ongoing progress monitoring using initial screening tools at the start of the year. This allows our MTSS team, consisting of Literacy Specialists, English Language Development, and Mathematics educators, to deliver precise academic interventions within Tier 2.

Members of the MTSS team collaborate closely with classroom teachers to develop student success plans for those in need of additional academic support. Furthermore, we collaborate with MPCSD's Community Engagement Coordinator to identify eligible students who can take advantage of extended learning opportunities through the Newton program. These students also receive homework support from Encinal staff during Newton's operational hours.

To enhance our extended-day programs, we provide specialized training to our classified extended-day providers in advanced math problem-solving skills, such as the Three Reads method, which helps students excel in mathematics. These extended-day providers work in coordination with classroom teachers to monitor and support students' progress.

Annual Review

SPSA Year Reviewed: 2022-23

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.

The data review from the 22-23 school year reveals positive trends in student achievement in mathematics for various student groups.

In grades 3-5, there was notable progress: SED performance data increased by 3%, ELL performance data by 10%, and SWD performance data by 5%. Last year, 26 students in grades 3-5 were identified for MTSS math support as a supplement to regular classroom instruction. The instructional coaching primarily focused on engaging students through hands-on learning experiences, counting collections, and explicit instruction on problem-solving skills.

In K-2 mathematics, we saw a 17% increase in SWD performance data and a 12% increase in ELL performance data. However, in K-2, we are still working on some areas of improvement, as only 44% of K-2 SED students met the math benchmark. This highlights the need for more engaging classroom lessons, hands-on learning, and additional MTSS small strategy group math support. In Grades 1-2, 25 students were identified for MTSS math support. Encouragingly, seven of the 13 first-grade students who received MTSS math support last year made significant progress in their mathematical understanding and no longer require MTSS supplemental support. Six of the 13 first graders from last year continue to benefit from MTSS small group support as second graders this year.

The data review from the 22-23 school year also shows favorable student achievement in English Language Arts for K-2 students. HI, AA, PI student performance data increased by 11%, SED student performance data increased by 17%, and SWD student performance data increased by 9%. It's worth noting that the overall increase in K-2 student reading data from T2 to T3 is remarkable, with 83% of students meeting grade level by T3 compared to 77% in T2.

However, student performance data in Grades 3-5 showed a slight decline from the previous year. For the 23-24 school year, 5th-grade students in need of additional support in ELA will receive in-class support from a literacy specialist using a push-in model to align with grade-level content and expectations. Our internal progress monitoring shows that the majority of students who haven't yet reached grade-level benchmarks are making academic progress on assessments like the SRI and F/P, although not at the rate needed for grade-level proficiency. To address this, our MTSS team meets multiple times throughout the school year to review student performance data and determine the best course of action. Some students receive targeted support in decoding, while others receive focused help in comprehension, fluency, or vocabulary development.

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

Guest teacher shortages may impact planned teacher release days for professional development during 23-24 school year

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.

For the 2023-24 school year, our MTSS progress monitoring for academic precision and targeted support remains robust. At the beginning of the year, our MTSS team conducts reading and math assessment screening to ensure that all New-to-Encinal students in need of additional academic support in English Language Arts, English Language Development, and Mathematics are identified and provided with MTSS small group support.

This year, our instructional coaching will incorporate a range of strategies and practices inspired by Peter Liljedahl's "Building Thinking Classrooms in Mathematics: 14 Teaching Practices for Enhancing Learning." These practices encompass everything from how we arrange classroom furniture to how we present mathematical questions, including who takes the lead, and how we promote productive struggle and resilience. To create a classroom-like environment, our staff meetings now take place in our spacious gym, where participants are assigned thinking tasks, and instructional strategies are not only discussed but also put into practice and reviewed. We are observing an increasing number of our classrooms utilizing vertical spaces, like rolling whiteboards, to encourage collaborative problem-solving on complex tasks, emphasizing our learner aims of collaboration and critical thinking. Furthermore, we have thoughtfully integrated English Language Development strategies into our staff's professional development systems, incorporating language acquisition techniques into the rollout of our TWIG science program and making them applicable across all content areas.

This year, numerous Encinal teachers have eagerly enrolled in MPCSD's Early Literacy Pilot. These educators, committed to lifelong learning, are enthusiastic about delving deeper into the science of reading. Their participation in this process aims to identify the most effective instructional approaches and materials to support student learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development Goal

LEA/LCAP Goal

Over three years, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least five years. ...Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

Goal 3

Broad Goal: Over three years, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least five years as measured by annual ELPAC data and formative assessments to qualify for reclassification. Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

Identified Need

Support of our English Language Learners (ELL)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RFEP reclassification requirements	2022-23 1 Long Term English Learner remaining	2023-24 Zero Long Term English Learners

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ELL

Strategy/Activity

3.1 For students receiving designated English Language Development (ELD) services: English Language Development teachers use high yield English Language Acquisition Strategies in

reading, writing, listening and speaking during small group instruction. The strategies are applied to core content such as reading and science.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELL

Strategy/Activity

3.2 With the support of instructional coaches, classroom teachers integrate English Language Development Standards with TWIG Science. The work transfers into all content areas as teachers integrate ELD standards into all core content.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELL

Strategy/Activity

3.3. On a quarterly basis, differentiate teacher collaborative Thursdays into vertical language-based Thursdays ex. SI K-5 and EO K-5 with a focus on language acquisition.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the 2022-23 school year, many teachers engaged in our site-based Teacher Release Tuesday sessions to seek assistance in integrating English Language Development strategies for their English Language Learners. This deliberate emphasis on language acquisition strategies in the field of science has greatly benefited all students, enhancing their comprehension of both the subject matter and vocabulary. Furthermore, our English Language Development Teachers actively participate in the ELD Professional Learning Community alongside all other ELD instructors in the MPCSD.

During the same school year, in collaboration with Laurel School, we designated four early release Thursdays as "Language Acquisition Thursdays." On these designated days, teachers from both schools, particularly those involved in our Spanish Immersion Program, come together as a team to concentrate on language acquisition strategies throughout the program. For teachers in the English

Only program, they collaborate with MTSS specialists to address specific site or grade-level requirements.

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

No major differences

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.

Calendaring 4 Language Acquisition Thursdays will continue into the 2023-24 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student's from Socio Economically Disadvantaged Families (SED)

LEA/LCAP Goal

Over a three-year period of time, MPCSD will increase students' sense of belonging and engagement in learning for our students of SED families.

Goal 4

Over a three-year period of time, MPCSD will increase by 3% our students' sense of belonging and engagement in learning by our students from Socio-Economically Disadvantaged Families as measured by the annual Panorama student, parent survey results, and feedback from focus groups.

Identified Need

Supporting Student's from Socio Economically Disadvantaged Families

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual MPCSD Student Survey of Students in Grades 3-5 (powered by Panorama) "Sense of belonging"	2023 78% on the Sense of Belonging scale (compared to 76% overall) "Sense of belonging"	2024 Expected Outcomes 81% on the Sense of Belonging scale "Sense of belonging"
Percentage of Student's from Socio Economically Disadvantaged Families achieving "standard met" and "standard exceeded" on the ELA and Math portions of the CAASPP.	3-5 SBAC ELA 2023 Baseline All students: 48% 3-5 SBAC Math 2022 Baseline All students: 45%	2024 Expected Outcomes 3-5 SBAC ELA 2023 Baseline All students: 51% 3-5 SBAC Math 2022 Baseline All students: 48%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1 Continue Community Circles in every classroom. Teachers and counselor present equity based prompts for community circles thereby ensuring that all students contributions are on level playing field.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Student's from Socio Economically Disadvantaged Families

Strategy/Activity

4.2 District and ELC Family Engagement Coordinators will provide outreach to SED families in order to increase the connection between home and school. Outreach can include individual needs assessment, parent events, and parent education. Invite families to participate in ELOP extended day opportunities through our partnership with Newton. Homework help is provided to some 4th and 5th grade students participating in the program. Provide scholarships and support to SED families to ensure access to programs and school services.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Student's from Socio Economically Disadvantaged Families

Strategy/Activity

4.3 Host a community dinner at least once/year at the site for ongoing connection and relationship building.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Students in grades 3-5 whose families identify as SED, report a stronger sense of belonging at Encinal School than the overall population. Our school community's inclusive and supportive nature fosters a strong sense of belonging in our 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.

No major differences

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.

We are continuing with our annual family dinner in November as parents reported a strong sense of community with this event.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Integrated-Wellbeing Goal

LEA/LCAP Goal

Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's "Emotional Regulation" composite score.

Goal 5

Broad Goal: Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, paying close attention to our underrepresented students, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, persistence, relationships/connections with others, and emotional well-being. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's "Emotional Regulation" composite score.

* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Identified Need

All Students; * - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of underrepresented students reporting on "Emotional Regulation" on the annual Panorama (grades 3-5) "Emotional Regulation"	<p>2022-23</p> <p>ALL: 83% of students in grades 3-5 reported a 4.3 or higher (out of 5) on an emotional regulation scale</p> <p>81% of underrepresented students (Black or African American, Filipino, Hispanic/Latino, Multi-racial, Native Hawaiian/Pacific Islander) of students in grades 3-5 reported a 4.3 or higher (out of 5) on an emotional regulation scale</p>	<p>2023-24 Expected Outcomes:</p> <p>93% of underrepresented students (Black or African American, Filipino, Hispanic/Latino, Multi-racial, Native Hawaiian/Pacific Islander) of students in grades 3-5 will report a 4.3 or higher (out of 5) on an emotional regulation scale.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.1: We will provide a developmentally appropriate, vertically-aligned social-emotional curriculum for students in grades K-5. Classroom teachers, in collaboration with our school counselor, will deliver two social-emotional learning (SEL) lessons per month using either the 2nd Step or RULER curriculum, ensuring a robust Tier 1 program.

In addition, our administrators will conduct monthly grade-level assemblies known as "Awesome ME" to monitor how well students adhere to the Encinal Way principles, which include Using Kind Words, Caring About How Others Feel, and Including Others.

We've established Calming Corners in each learning space, equipped with hands-on tools to assist students in managing their emotions. Furthermore, we will continue to utilize Restorative Practices to help students resolve conflicts and address behavioral issues.

To support students' emotional well-being, we have introduced sensory break opportunities through sensory pathways, flexible seating, and designated sensory areas around campus.

Expanding the number of handlers in the MPCSD's Pawsitivity Program will increase student access to Millie, our support dog.

To enhance students' options during unstructured time, we have introduced new features such as an art cart, a sandbox, and a game cart, providing a variety of activities during recess.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.2 Provide robust Tier 2 social-emotional supports for students as needed/appropriate. In partnership with parents, our school counselor provides small group or one on one support systems for various needs such as fostering friendships, self-regulation strategies, coping with anxiety to name a few.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.3 Schedule regular yard duty check-ins that include team building, training, and problem solving meetings to support positive adult student role models at least 3 times/year.

Annual Review

SPSA Year Reviewed: 2022-23

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.

During the 2022-23 school year, many students and families found valuable support from our school counselor for their unique needs and circumstances. There is a clear demand in our school community for families to seek assistance from our school counselor. Her expertise in providing social-emotional support, both in English and Spanish, was highly appreciated by numerous students and families.

As the counselor continued to assist families in need, it became evident that classroom teachers could contribute by providing some Tier 1 social-emotional lessons within the classroom. This would free up the counselor's time and space to support students requiring specialized assistance. This approach aligns with our philosophy that social-emotional learning is a collective responsibility.

In response to this, a few teachers experimented with implementing Tier 1 lessons in the classroom. To facilitate this, the school purchased an online version of our adopted 2nd Step Curriculum, which includes engaging student-facing videos and easily implementable lessons. The feedback from our teachers regarding these lessons was positive. As a result, we have expanded the role of classroom teachers for the 2023-24 school year to provide two social-emotional learning (SEL) lessons per month in their classrooms.

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

No major differences

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.

For the 23-24 school year, classroom teachers will implement two SEL lessons/month in their classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement Goals

LEA/LCAP Goal

Over three years, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs).

Parent connections, sense of belonging

Goal 6

Broad Goal: Over three years, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs) as measured by the parent participation.

Parent connections, sense of belonging

Identified Need

Traditionally underrepresented students: SED, ELL, first-generation college students, and ethnic minorities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of College Bound parents on governance committees (ELAC, SSC)	Members of our school site council reflect a diversity of perspectives.	Continue to strive to recruit School Site Council and Parent Teacher Organizations parent members for 2023-24 that represent diverse perspectives from traditionally underrepresented students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Traditionally underrepresented students--SES, ELL, first-generation college students, and ethnic minorities-

Strategy/Activity

6.1: Enhance our efforts to support traditionally underrepresented students, including those from low socioeconomic backgrounds (SES), English Language Learners (ELL), first-generation college students, and ethnic minorities. Encinal Administrators, in collaboration with our school counselor and English Language Development (ELD) specialists, will organize four English Language Advisory Committee (ELAC) meetings each year. These meetings aim to provide English Learner parents with valuable information on how to support their child's academic success, offer feedback on the English Language Learner program, and provide opportunities for input on school governance. We will utilize parent communication tools such as ParentSquare and Seesaw to ensure that all parents receive school-related information and stay connected to their child's classroom, while actively working to remove any identified barriers to parent participation. Additionally, we will host a New Family Orientation and Tour before the school year commences in August.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Traditionally underrepresented students--low SES, ELL, first-generation college students, and ethnic minorities-

Strategy/Activity

6.2 Tap parents from diverse backgrounds to serve on school governance teams such as School Site Council, PTO volunteer opportunities and/or committees, ELAC, and school coffees. Seek input from parents through our Community Reads Program, inviting them to share their stories as to the impact of the work, as well as offering their perspectives into the creation of the classroom learning experiences that accompany each title section.

Annual Review

SPSA Year Reviewed: 2022-23

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.

During the 2022-23 school year Encinal School hosted 2 ELAC coffees for Families of English Learners.

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

No major differences

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.

For the 2023-24 school year, we have four ELAC meetings planned.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Sharon Burns (Ellen Kraska, VP attends)	Principal
Tracy Lin	Parent or Community Member
Diana Torres, ELD Teacher	Classroom Teacher
Alondra Navarro, 5th grade SI	Classroom Teacher
Ignacia Preciado, School Counselor	Other School Staff
Jessica Gronski	Parent or Community Member
Sandra Franco	Parent or Community Member
Josh Lee	Parent or Community Member
Jamella Harris	Parent or Community Member
Martha Barragan, 3rd grade SI	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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

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

Attested:

Principal, Sharon Burns on 10.19.22

SSC Chairperson, Kim Noveloo on 10.19.22

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: Linked 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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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