School Year: **2023-24**

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
Hoover Community School	41-69005-6044531	10/17/23	November 8, 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
- Additional Targeted Support and Improvement

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a schoolsite council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Hoover school is a Title 1 school that receives federal monies and the actions and services align to the requirements for Title 1 expenditures.

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.

Hoover School Site Plan directly connects to the Redwood City School District LCAP. There are three main goals being addressed:

Goal 1: By June of 2024, every student in the RCSD will receive high-quality, grade-level instruction and appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Goal 2: By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Goal 3: By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Hoover School has detailed actions and services that align with these three LCAP goals. Each School Site Council meeting discusses these main goals. ELAC groups also participate in the development of the SPSA and provide input to meet the needs of the English Language Learners in our community.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A climate survey is administered twice a year, once in the fall and again in spring. The survey targets students, parents, and staff. Here is a summary of the results by all respondents compared to RCSD district averages:

Climate School:
Family Members is at 60%, -12 from the district average
3rd-5th grade students are at 57%, -5 from the district average
6th-8th grade students are at 34%, -7 from the district average

School Safety:
Family Members is at 53%, -19 from the district average
3rd-5th grade students are at 44%, -9 from the district average
6th-8th grade students are at 53%, +2 from the district average

Cultural Awareness and Action:
Family Members are at 59%, +3 from the district average
6th-8th grade students are at 46%, -9 from the district average

School Belonging:
3rd-5th grade students are at 60%, -1 from the district average
6th-8th grade students are at 28%, -6 from the district average

School Engagement:
3rd-5th grade students are at 50%, +1 from the district average
6th-8th grade students are at 18%, -6 from the district average

School Rigorous Expectations:
3rd-5th grade students are at 68%, -4 from the district average
6th-8th grade students are at 58%, -4 from the district average

School Teacher-Student Relationship
3rd-5th grade students are at 71%, -1 from the district average
6th-8th grade students are at 41%, -3 from the district average

Family Engagement is at 16%, -4 from the district average

Summary:
The school year 2022-2023 brought about significant changes. There was a change in administration, the second assistant principal was not hired, and we had two vacancies in the front office. Moreover, thirteen teachers were new to Hoover and the STEAM and Reading Specialist positions remained vacant throughout the year. Out of these teachers, nine were interns or guest teachers. The situation created a steep learning curve and a need to build the school culture.

Furthermore, during the first week of school, there was a shooting in the adjacent park, which forced us to lock down the campus until law enforcement escorted us off. It shook the community to the core and set the tone for the year.

The students and staff continued to adjust to the ramifications of the pandemic and the new behaviors presented by the students. Navigating through the unknown changes took time. However, we have built a stronger staff and focused on creating a more robust community by providing more family involvement opportunities and community events.

We have now hired our STEAM and Literacy Specialist and have our office fully staffed. To improve a sense of belonging, student-teacher relationships, and safety, we have adopted Social Emotional Learning curriculum for the primary and middle school, Kimochis and We Do It For The Culture, respectively.

We shared these results with the Site Council, parents, and staff, and further surveys will be conducted in the winter and spring of the school year 2023-2024. The results will help us decide future actions.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal, VPs, and staff development conducted frequent classroom visits to ensure the consistent use of best practices and a strong belief in the learner, a rigorous and supportive environment, and high academic expectations based on mutual respect and strong interpersonal relationships. Our findings showed that these processes and programs are now being implemented uniformly and consistently throughout the school, with minor gaps in some grade levels. The school continues to promote best practices and provide professional development to focus on a strong belief in the learner, especially for new teachers. We found that Integrated Units strategies were being used more consistently in grades K-3, there were high levels of collaboration among teachers in grades TK-5, allocated time for ELD support in all grades, and much-improved classroom management in middle school.

We gave special attention to supporting our novice, intern, and guest teachers to improve their practice. Most of them have now been replaced with credentialed staff, and we expect academic growth as a result.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Hoover uses state and district adopted assessments to modify and improve student achievement, including: SBAC, CAST, CAA reading for grades 3rd-8th, BPST, IWT, Oral Reading Fluency and i-Ready online reading assessments for K- 8th grade, and resource specialist use Qualitative Reading Inventory (QRI) to assess special education students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In 2023-2024 data from I-Ready assessments administered three times a year, will be used to monitor student progress, these assessments will be aligned with the district curriculum to determine progress. In 2023-2024 the plan is to design a systematic analysis process by providing teachers with scheduled time for data assessments and to plan levels of intervention (1, 2, or 3) as part of a comprehensive MTSS plan. This will include universal screening for reading and math three times a year and a plan to use the collected data to design the next steps for instruction and to identify students who may need intensive support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District staff are highly qualified. We currently have 5 preliminary and 3 probationary teachers who are in process of completing their credentials.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RCSD offers staff development personnel who provide professional development and access to instructional materials with ongoing training and coaching for grade levels and individual teachers as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RCSD ensures that all staff development and professional learning experiences are directly connected to content standards, assessed students' performances, and professional needs, this includes Integrated Units and the belief in the learner through the principles of MTSS.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Hoover has Integrated Units coaches, SF-CESS coaching, ELA PLCs lead by site and district coaches, and i-Ready data training. This support also include assessment analysis and grade level collaboration with admin support when needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level planning and/or cluster planning days are offered quarterly. (Grade levels: K-2, 3-4-5, and 6-8) There are also i-Ready support days offered for teachers in K-8th grades, most particularly for the new staff.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards, as per district guidelines.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Hoover adheres to recomended instructional minutes for reading/language arts and mathematics as per district guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Hoover allows for lesson/master schedule pacing flexibility, as per district's guidelines, to ensure that teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

RCSD ensures that all students have standards based instructional materials appropriate to all student groups and follow the Williams Act requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Hoover School uses SBE adopted and standards-aligned instructional materials. Additionally, reading intervention teachers use evidence based instructional materials and resource specialists and special education teachers use additional evidence based programs to assess students' needs and progress.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development (ELD) is integrated into the curriculum that is offered. In addition, designated ELD is provided to Hoover's English learners in either small groups or as a whole class. Teachers will also use supplemental curriculum of Language Power to support English learners. Special education students in special day classes are "mainstreamed" into general education classes. Middle school resource support for special education students is provided through a push-in model ensuring access to the regular program. Hoover will provide tutoring via College College Advising Prep (CAP Tutoring) and after-school enrichment through the Boys and Girls Club of the Peninsula (BGCP), the Police Activities League (PAL), and Casa Circulo Cultural.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Hoover utilizes Integrated Units, SEL curriculum, and SF-CESS embedded strategies to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Hoover School, as a community school, has an extensive range of services to the community, including parent workshops for parents in K-8th grade, science and math festivals, and annual events, such as winter fest, STEAM nights, and others. The school also offers after school tutoring support through the Boys and Girls Club, Police Activities League, and individual teacher support. Parents also participate via the Family Engagement Policy, the Climate Survey and the Site Self-Assessment.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hoover School has a School Site Council and English Language Advisory Council to assist in the planning, implementation and evaluation of programs at Hoover.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Federal and local funds provide services in the areas of: StarVista counseling, technology tools, Positive Behavior Intervention and Support (PBIS) education, support for Integrated Units, assistance for IEPs (Individualized Education Plan) and SSTs (Student Study Team) meetings, STEAM festivals and other school events that engage the community in general.

Fiscal support (EPC)

N/A

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC developed the content of the SPSA (EC Section 64001[g][1]). The SPSA was reviewed annually and updated, including proposed expenditures of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data was reviewed monthly to determine student progress and progress toward actions and services. The ELAC parents participate and provide input in the areas of Parent Involvement Policy, School

Compact, review of actions and services, and the development of the SPSA and play a role in reviewing and approving the budget.

The members of the SSC represent the composition of the school's pupil population. (EC Section 65000[a]). Peers elect peers to be members of the SSC in a schoolwide election. Certificated staff vote for certificated staff, classified staff elects classified staff, and parents elect parents. The members include the principal, classified personnel, classroom teachers, parents of pupils attending, and other members of the community, including the Community School Coordinator
Hoover School meets the minimum number of SSC members at an elementary school is a total of ten(10) (e.g. 1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community members)

Dashboard ATSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator		Suspension Indicator	
2021-2022 Dashboard	**2021-2022 Dashboard**	**2022-2023 Dashboard (projected)**	**2021-2022 Dashboard**	**2022-2023 Dashboard (projected)**
SWD (Very Low) EL (Very Low)	SWD (Very High) 57% EL (Very High) 36%	"SWD (Very High) 52.2% Dashboard color: Yellow EL (Very High) 35.4 Dashboard color: Orange"	SWD (Very High) 10.6% EL (Very High) 7.8%	"SWD (Very High) 9.9% Dashboard color: Orange EL (Very High) 3.3 Dashboard color: Yellow"

ATSI Criteria:
A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

Resource Inequities

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

Hoover Community School has identified two resource inequities according to the California Dashboard. The first is chronic absenteeism for students with disabilities and English learners and the second is high suspension rates for students with disabilities and English language learners. Due to the pandemic, it has been challenging for students to attend school regularly over the past three years. Parents continue to keep their students at home when they have COVID-like symptoms such as congestion, cough, headaches, sore throat, etc. Additionally, lack of transportation has made it difficult for some students to get to school because they do not live within walking distance, and their parents do not have transportation or the means to get their students to school on time.

To address chronic absenteeism, the school has created a plan with the MTSS TOSA and Dean of Student Affairs. They monitor and track chronic absenteeism for students with disabilities and English learners, and meet with parents of chronic absentees to formulate a plan. Resources are

offered to help the family bring the student to school more regularly, and home visits are implemented as needed. Students are also incentivized to promote increased attendance, and monthly recognition for attendance is given.

Students with disabilities and English learners have been disproportionately suspended due to dysregulation and inability to cope with their emotions, leading to outbursts, inappropriate behavior, and physical aggression. To alleviate the number of suspensions, the school is implementing a "chill zone" in every classroom, providing mental health support, new culturally relevant social-emotional learning (SEL) lessons, buddy rooms, check-ins with administration and Dean, and a sensory room with items for self-regulation. Additionally, a therapeutic counselor has been added to the SPED program to provide Tier 3 support.

Academic performance in English Language Arts (ELA) and Mathematics for Students with Disabilities and English learners has been subpar due to inefficient phonic and reading strategies in addition to ineffective scaffolding techniques used in the classroom. To address the reading issue, special education teachers have received training in SIPPs, and general education teachers use Heggerty, and/or UFli methodologies to enhance the phonics skills of students. Additionally, teachers are collaborating with district coaches to implement Integrated Units, which include scaffolding strategies for English learners and students with disabilities. In the realm of math, all teachers have undergone training in the new curriculum, Illustrative Math, which has scaffolding built into its daily lessons and a strong emphasis on vocabulary.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

By June of 2024, every student in the RCSD will receive high-quality, grade-level instruction and appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework. The MTSS TOSA and the Dean of Student Affairs will focus on supporting the improvement of daily attendance for students with liabilities and English learners.

Metrics: Enrollment, chronic absenteeism, suspensions

Identified Need

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	**Number of Students**		
	21-22	**22-23**	**23-24**
American Indian or Alaskan Native		0	0
Asian	1	1	1
Black or African American	7	5	1
Decline to state		1	0
Filipino	4	4	2
Hispanic/Latino	664	617	612
Native Hawaiian or Other Pacific Islander	3	6	8
Two or More Races	4	2	6
White	12	12	10
	695	648	640

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	21-22	22-23	23-24
Kindergarten	84	94	83
Grade 1	70	66	75
Grade 2	75	67	68
Grade3	81	71	66
Grade 4	75	80	69
Grade 5	79	81	82
Grade 6	68	66	75
Grade 7	79	61	64
Grade 8	84	62	58
Total Enrollment	695	648	640

Chronic Absenteeism

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%		
Black or African American	*	*	25%	26%
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	218	33%	25%	26%
Native Hawaiian or Other Pacific Islander	*	*		
Two or More Races	*	*		
White	5	39%		
Total	231	34%		

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	50	48%	30%	47%
Grade 1	34	47%		
Grade 2	21	27%	20%	26%
Grade 3	26	35%		
Grade 4	26	32%		

Grade 5	21	26%		
Grade 6	20	29%	15%	28%
Grade 7	16	25%	15%	
Grade 8	17	27%	15%	
Total	231	34%		

Suspension

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%		
Black or African American	*	*	25%	56%
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	20	3%	6%	2.5%
Native Hawaiian or Other Pacific Islander	0	0%		
Two or More Races	*	*	15%	32%
White	0	0%		
Total	25	4%		

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	0	0%		
Grade 1	2	3%		
Grade 2	3	4%		
Grade 3	4	5%		3%
Grade 4	2	2%		
Grade 5	7	9%		
Grade 6	0	0%	5%	8%
Grade 7	2	3%		
Grade 8	5	8%	5%	
Total	25	4%		

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 and EL's

Strategy/Activity

The MTSS coordinator will fortify MTSS systems and procedures and will work to coordinate the referral system acting as a liaison between Hoover and its Family Center to provide support and resources to students and families. The MTSS coordinator will work with SSTs and interventions and supports, placing emphasis on students with high absenteeism. Chronic absences and tardies will be followed up weekly through phone calls, SSTs, and parent conferences. An engagement plan will be created (SESP) to improve attendance.

The Dean of Students, in collaboration with the administrative team, staff, parents, and community, will work with students to improve academic and personal growth; serving as the liaison between students, parents, teachers, school personnel, and the community. He is focused on student attendance and behavior support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
80,000	Other

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

Strategy/Activity

A Mental Health Counselor (MHC) has been assigned to Hoover, the MHC will address the mental health needs of all students within the educational system ranging from preventive services and programs for all students (Tier I) to more extensive services for select students based on need (Tiers II and III). The MHC will be an active member of the Screen Team, lead for site MH programs, progress monitoring, classroom/community/individual student supports, and will oversee crisis intervention situations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

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

Funds will be used for informational purposes for community events such as parent education nights, food distribution. These funds will also be used to pay for translations during conferences and childcare when evening events are being held on site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,500	Site Improvement Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students/EL/SED Students

Strategy/Activity

STAR VISTA, One Life, Una Vida counselors will support with social-emotional needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students/EL and SED students

Strategy/Activity

Field trips and enrichment opportunities to encourage student engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I
	None Specified

7,127	Measure U

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

For students in grades K-5

Strategy/Activity

PE Plus will provide physical education instruction to students in K-5th grade. PE teaches children intellectual skills, helps them navigate complex social situations, and nurtures their emotional development, the use of PE+ will also provide additional prep time for teachers in grades K-5

Music for Minors will provide instruction in music for students TK-2nd grade. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000	Measure U
25,000	Measure U

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SCOE PBIS Leadership Team will review and improve the implementation of the current Positive Behavior Intervention and Support Plan. PBIS will be used to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS will help us create a school where all students succeed. These funds will be used by school staff to ensure full implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Site Improvement Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family engagement opportunities focused on parent leadership, literacy development and supporting students at home. These will include specific workshops on absenteeism and emotional regulation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
7,500	Site Improvement Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All middle school students

Strategy/Activity

PE teacher for grades 6-8. Physical Education teacher is skilled and educated in physical education and athletic training. PE teacher is knowledgeable about the human body and a wide variety of sports including basketball, gymnastics, football, baseball, tennis and aerobics. PE time provides additional prep time to teachers in middle school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

MTSS/SF-CESS teacher planning and implementation, these funds will pay for subs and materials as they relate to the full implementation of a multi tiered system of support for all students on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified
5,000	Measure U
	None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

SPED Students

Strategy/Activity

RSP teachers are trained in SiPPS for systematic phonics, they will also continue to use Reading Intervention Programs and materials for students who are performing 2 or more grade levels below. RSP with meet and plan with general education teacher to align strategies to support and monitor students with disabilities progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Additional Custodial Support for Family Events

Strategy/Activity

These funds will be used to pay for additional custodial support as needed. Events will be geared towards increasing family engagement and participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Site Improvement Funds

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students- SWD

Strategy/Activity

Implementation of Kimochis (TK-2) and We Do It For The Culture (3-8) SEL curriculum to improve the social-emotional well-being of students. Students with disabilities and English Learners will learn strategies to manage emotions and deescalate dis-regulated behavior resulting an a decrease in suspensions.

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

Amount(s)	Source(s)
0	S3 Grant

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students- SWD and ELL

Strategy/Activity

Send attendance updates in family communications, mail attendance letters, and do home visits to increase daily attendance. The MTSS TOSA will collaborate with the office staff to target chronic absenteeism for students with disabilities and English learners.

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

Amount(s)	Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Community School Coordinator leads, coordinates, and oversees programs and activities on the school campus that support students and their families' emotional, social, and health needs. Initiatives and programs to be orchestrated include, but are not limited to, family support, after-school programs, health insurance enrollment, health education and access to health services, mental health services, family engagement, prevention and early intervention, adult education, and academic support.

The Community School Coordinator will collaborate with the Dean of Student Affairs to support families and students with disabilities and English learners with self-regulation strategies and alternatives to suspension.

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

Amount(s)	Source(s)
25,000	Title I

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Metrics: Reclassification within 5 years of enrollment, summative ELPAC results

Identified Need

2022-2023 Summative ELPAC

Grade Level	Overall Performance Level 22-23							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	35	19	12	1	52%	28%	18%	1%
Grade 1	29	15	9	1	54%	28%	17%	2%
Grade 2	29	13	6	1	59%	27%	12%	2%
Grade 3	18	22	10	2	35%	42%	19%	4%
Grade 4	14	13	16	6	29%	27%	33%	12%
Grade 5	18	21	15	2	32%	38%	27%	4%
Grade 6	3	7	16	7	9%	21%	48%	21%
Grade 7	8	5	3	4	40%	25%	15%	20%
Grade 8	2	6	2	3	15%	46%	15%	23%
All Grades	156	121	89	27	40%	31%	23%	7%

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

Reclassification

Grade Level	21-22				22-23				23-24
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	66	0	0%		58	1	2%		
Grade 1	59	1	2%	20%	55	1	2%		
Grade 2	62	3	5%	10%	54	2	4%		
Grade 3	65	5	8%	25%	52	5	10%		
Grade 4	64	4	6%	25%	54	11	20%		
Grade 5	58	7	12%	35%	65	10	15%	20%	24%
Grade 6	45	2	4%	30%	38	13	34%	15%	33%

Grade Level	21-22				22-23				23-24
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Grade 7	53	15	28%	25%	29	18	62%	15%	
Grade 8	42	6	14%	30%	22	19	86%	15%	
All Grades	514	43	8%	40%	427	80	19%		

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

Long term English Learner (LTEL)

Grade Level	22-23			2023-2024
	# of EL	# of LTEL	% of LTEL	Target for 23-24
Grade 3	52	0	0%	
Grade 4	54	6	11%	10%
Grade 5	65	49	75%	
Grade 6	38	29	76%	75%
Grade 7	29	21	72%	
Grade 8	22	16	73%	
All Grades	427	121	28%	

Note: Criteria for Long Term English Learner calculation: student has been an English learner for at least 5 years (grade 3 and up)

EL Level Growth

Grade Level	*Percentage of students who increase at least 1 ELPAC level*	
	21-22	22-23
Grade 1	13%	5%
Grade 2	29%	17%
Grade 3	42%	40%
Grade 4	46%	30%
Grade 5	46%	23%
Grade 6	61%	38%
Grade 7	85%	41%
Grade 8	64%	0%
All Grades	47%	26%

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

Professional development will be offered to all teachers on the topics of EL strategies and culturally relevant teaching techniques that align to integrated units parameters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Other
5,000	Site Improvement Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students/EL/SED students

Strategy/Activity

An English Language Development Teachers will provide support to students in grades 6-8, this teachers will provide direct ELD instruction to students performing below required ELPAC standards. The ELD teacher will have self contained classrooms and will provide whole class English language instruction as well as small groups and/or individual support. The ELD teacher will use the supplemental curriculum of Language Power to support English learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
70,000	Measure U

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Newcomers/SED students in 3rd-5th grade

Strategy/Activity

One newcomer teacher will work with students in grades 3-5. This teacher will help newcomer students acquire beginning English skills, in addition to providing instruction in core content areas while developing and strengthening students' native language literacy skills. This newcomer teacher will have his/her self contained classrooms and will provide whole class English language instruction as well as small groups and/or individual support. The newcomer teacher will use supplemental material of Frames for Fluency and Hello Benchmark to support students.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Newcomers/SED students in 6th-8th grade

Strategy/Activity

One newcomer teacher will work with students in grades 6-8. This teacher will help newcomer students acquire beginning English skills, in addition to providing instruction in core content areas while developing and strengthening students' native language literacy skills. This newcomer teacher will have his/her self contained classrooms and will provide whole class English language instruction as well as small groups and/or individual support.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

All K-5 students will participate in daily grade level rotation. They will receive "Targeted Instruction" in homogeneous groups, which will include English language development (ELD), reading intervention and district approved intensive intervention/enrichment programs as per students' data results. Students in 6th-8th grade will receive direct instruction from two ELD teachers in self contained classrooms during designated periods. Teacher will us supplemental material of Language Power to support English Learners.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ELs K-5th grade

Strategy/Activity

They will receive instruction through integrated units. District staff will train teachers on how to implement curriculum on release days and provide coaching in classroom. The instruction support students with research based strategies and pooled resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English learners with disabilities

Strategy/Activity

Special Education Teachers were trained in SIPPs to improve phonics, and for math, teachers have been trained in the new curriculum, Illustrative Math that has scaffolding built into its daily lessons for English learners. Students will also use the new ELD curriculum to support learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Newcomer 3rd-8th

Strategy/Activity

These funds will be used to purchase/renew software licenses for apps and supplemental materials that are specific to Hoover site. These online programs will be used by classroom teachers to support and enhance leveled reading comprehension as well as math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners TK-5

Strategy/Activity

New phonics (Heggerty), math (Illustrative Math), and supplemental English Language Development curriculum (Language Power)has been purchased to support English learners in TK-5th grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap. The target group is students with disabilities and English learners.

Metrics: iReady (eventually CAASPP)

Identified Need

iReady - Reading

Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	66	29%				
Grade 1	63	10%				
Grade 2	58	12%		63	3%	9%
Grade 3	71	18%		60	8%	
Grade 4	78	9%	20%	70	9%	17%
Grade 5	78	12%	20%	81	6%	
Grade 6	63	21%	20%	62	6%	
Grade 7	58	31%	20%	62	15%	
Grade 8	59	31%	35%	56	18%	
All Grades	594	19%		454	9%	

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	373	6%	20%	284	2%	4%
ELL - No	221	39%	50%	170	21%	30%%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	66	3%	10%	25	4%	5%
Special Education - No	528	20%	30%	429	9%	12%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	*	*		*	*	
Black or African American	*	*	10%	*	*	3%
Declined to State	*	*		*	*	
Hispanic/Latino	567	18%	20%	436	9%	11%
Native Hawaiian or Other Pacific Islander	*	*		*	*	
White	11	9%		*	*	

iReady - Mathematics

Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	65	26%	20%			
Grade 1	60	3%	15%	49	0%	
Grade 2	50	8%	11%	61	0%	
Grade 3	71	13%		63	0%	
Grade 4	77	10%		70	4%	7%
Grade 5	78	13%	18%	81	1%	
Grade 6	62	23%		64	5%	8%
Grade 7	57	25%		64	6%	
Grade 8	60	17%	20%	55	7%	
All Grades	580	15%		507	3%	

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	364	7%	15%	328	1%	2%
ELL - No	216	28%		179	7%	9%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	64	0%	10%	25	0%	0.5%
Special Education - No	516	17%		482	3%	4%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	*	*		*	*	
Black or African American	*	*	10%	*	*	0.5%
Declined to State	*	*		*	*	
Hispanic/Latino	555	15%	15%	488	3%	5%
Native Hawaiian or Other Pacific Islander	*	*	10%	*	*	
White	11	9%		10	0%	

CAASPP-Language Arts

Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	81	17	21%	72	15	20%		
Grade 4	76	9	12%	76	10	13%	22%	
Grade 5	75	16	21%	77	13	16%		15%
Grade 6	62	15	24%	62	15	24%	34%	
Grade 7	77	21	27%	57	14	24%	35%	
Grade 8	80	33	41%	60	25	41%	50%	25%
All Grades	451	111	25%	404	92	23%		

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	278	27	10%	215	14	7%	20%	8%
ELL - No	173	84	49%	189	78	41%		

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	60	2	3%	53	1	2%	6%	2.5%
SPED - No	391	109	28%	351	91	26%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	*	*	*	*	*	*		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Black or African American	*	*	*	*	*	*	60%	
Filipino	*	*	*	*	*	*	35%	
Hispanic/ Latino	434	105	24%	384	88	23%	34%	23.5%
Native Hawaiian or Other Pacific Islander				*	*	*		
Two or More Races	*	*	*	*	*	*		51%
White	*	*	*	10	0	0%		

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	15	2	13%	*	*	*	23%	1%
Not Homeless	436	109	25%	398	92	23%		

CAASPP-Math

Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	82	24	29%	72	16	22%		
Grade 4	79	8	10%	78	10	12%	20%	
Grade 5	76	9	12%	78	11	14%		13%
Grade 6	66	11	17%	62	11	17%	27%	15%
Grade 7	80	10	13%	59	9	15%	23%	
Grade 8	83	12	14%	60	11	18%	24%	
All Grades	466	74	16%	409	68	17%		

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	294	25	8%	220	19	9%	18%	10%
ELL - No	172	49	29%	189	49	26%		

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	60	3	5%	53	1	2%	8%	2.5%
SPED - No	406	71	18%	351	67	19%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*	*	
Filipino	*	*	*	*	*	*	*	
Hispanic/ Latino	448	72	16%	384	66	17%	26%	18%
Native Hawaiian or Other Pacific Islander				*	*	*		
Two or More Races	*	*	*	*	*	*		1%
White	*	*	*	10	0	0%		

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	17	0	0%	*	*	*	1%	1%
Not Homeless	449	74	16%	398	68	17%		

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 K-5

Strategy/Activity

A part time STEAM teacher will encourage students to use different skills to solve problems and collaborate as an essential tool for student achievement. The teacher will blend technological skills with creative thinking, using the scientific and engineering principles taught in the lecture portion of the program. Grades covered K-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
70,000	Measure U

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

Implement teacher collaboration and planning time (PLC) through site-funded teacher release time to review assessment data for the ELA plan for student acceleration. Discussion topics will include analysis of data/standards, unit implementation, and lesson planning. Activity may be led by an administrator or by a district-funded site coach. Continue with i-Ready diagnostic assessments and i-Ready training where teachers will focus on English learners and students with disabilities.

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

Amount(s)	Source(s)
10,000	Site Improvement Funds
8,955	Title I

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

Tutoring durning and after school through the CAP program and the District's After School tutoring program. Targeted small group and 1-1 interventions for English learners. Plan for one teacher per grade level to tutor after school.

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

Amount(s)	Source(s)
80,000	District Funded
8,000	Title I
7,000	Site Improvement Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

K-3 students

Strategy/Activity

K-3 coaching and release days to plan for instruction to address English Learners in integrated units.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students/Math/SED

Strategy/Activity

Implement teacher collaboration and planning time (PLC) through site-funded teacher release time to review assessment data for math to plan for student acceleration. Discussion topics will include analysis of data/standards, unit implementation, and lesson planning. Activity may be led by an administrator or by a district-funded site coach. Continue with i-Ready diagnostic assessments and i-Ready training. Analyze i-Ready diagnostic assessment data in Inquiry cycles. Working in grade level or content-based teams, analyze data, plan instruction, implement, reflect, repeat. A special focus will be given to students with disabilities and English learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Site Improvement Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with dIsabilities

Strategy/Activity

Special Education Teachers were trained in SIPPs to improve phonics, and for math, teachers have been trained in the new curriculum, Illustrative Math that has scaffolding built into its daily lessons.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special education students who need Tier 3 support

Strategy/Activity

Behaviorist/Counselor through ESS to support and promote SEL and self regulation for special education students who need Tier 3 support.

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

Amount(s)	Source(s)
30,000	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

New phonics, math, and supplemental English Language Development curriculum has been purchased to support English learners in K-8th grade.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental reading materials and classroom supplies needed for other after school ELA/Math support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I
27,000	Site Improvement Funds

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Kindergarten students

Strategy/Activity

A full time instructional aide is being assigned to support kindergarten students in classrooms, focusing on early reading skills. The kindergarten aide will also work to provide after school support to newcomer students in grades K-2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded
	None Specified
	None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students/6-8

Strategy/Activity

Steam Enrichment Teacher will focus on delivering instruction in the areas of science, technology, engineering, the arts and mathematics for students in grade 6-8. STEAM teacher will use best practices to enhance reading and math skills within the context of his/her lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$154,531.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$555,082.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$101,955.00

Subtotal of additional federal funds included for this school: $101,955.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$80,000.00
Measure U	$202,127.00
Other	$80,000.00
S3 Grant	$0.00
Site Improvement Funds	$91,000.00

Subtotal of state or local funds included for this school: $453,127.00

Total of federal, state, and/or local funds for this school: $555,082.00

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

5 Parent or Community Members

Name of Members	Role
Lupe Guzman	Principal
Community School Coordinator/Ixchel Baltazar	Other School Staff
Annie Cho	Classroom Teacher
Devon Mullane	Classroom Teacher
Jennifer Nally	Classroom Teacher
Mayra Murrillo	Parent or Community Member
Guadalupe Quezada	Parent or Community Member
Marbella Pimentel	Parent or Community Member
Yolanda Calles	Parent or Community Member
Maria Quezada	Parent or Community Member

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
	English Learner Advisory Committee

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 October 17, 2023.

Attested:

Principal, Lupe Guzmán on 10/17/2023

SSC Chairperson, Guadalupe Quezada on 10/17/2023

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019