NVUSD
NAPA VALLEY UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Addendum

West Park Elementary

Board Approval Date: March 21, 2024

The following are changes to our SPSA for year: **2023-2024**

Goal # and Goal Description:	Goal 1 - Students Graduate College and/or Career Ready, Strategy 2, Activity 2		
Description of Change:	Moving funds from Title I (Resource: 3010) - Consultants to Title I (Resource: 3010) - Instructional Supplies		
Funding (from):	Consultants, Undefined, Reg - Object: 5810	Funding (to):	Instructional Supplies - Object: 4310
Amount (from):	$4,000	Amount (to):	$4,000
Reason for Change:	We have not contracted with any staff developers this year, but are purchasing additional classroom supplies to support implementation of supplemental intervention for English Learner support in the classroom through Quality Interactions and Writing Revolution strategies.		

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
West Park Elementary School	28662666026975	May 24, 2023	August 10, 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)

Additional Targeted Support and Improvement
There is a disproportionate rate of chronic absenteeism and suspension among students with disabilities. Students with disabilities qualify for additional targeted support and improvement in ELA and math.

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.

Our vision in the Napa Valley Unified School District is to transform lives by instilling and inspiring lifelong learning in every student.

NVUSD LCAP AND SPSA ALIGNMENT
NVUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

The following 6 goals encompass both state and local priorities:
1. Student Learning, Achievement and Access
2. Tactical, Proactive and Efficient Asset Management
3. Robust Communication, Community Engagement and Advocacy
4. Effective Employee Relations and Resource Management
5. Equity-Centered Leadership and Inclusive Organizational Culture
6. Strategic, Impactful Governance and Policy Implementation

Our plan works to create a positive, engaging and rigorous learning environment. At West Park we value ALL students ability to exemplify DEEP LEARNING, JOY and BELONGING to thrive both academically and socially as a lifelong-learner. Students are supported by targeted intervention at the tier 1 (in class), tier II (push-in/pull-out supports) and tier III (Special Education and 504 support services) levels as appropriate. Progress monitoring with the use of universal assessments for academic and social emotional assessment assist in adapting support services for ALL students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update
The draft SPSA was developed by the principal and then shared with teaching staff, parent groups, and district support for input. The draft was shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

Resource Inequities

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

West Park Elementary School has been identified as a Additional Targeted Support and Intervention (ATSI) school site.The resource inequities identified by reviewing and analyzing student data are as follows: our students with disabilities have performed significantly below our overall students on the CAASPP in math, ELA, chronic absenteeism and suspension rates. Supplemental and Title I funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Students Graduate College and/or Career Ready

Identified Need

Classroom teachers will continue the use of district-adopted curriculum (Benchmark, Benchmark Phonics, Number Corner, Discovery Science and Bridges) and work with PLCs bi-monthly to create standards-aligned ELA and math learning sprints. There will be a school-wide focus on handwriting (K-2) and spelling (3rd-5th) to support both Multi-Language Learners performance on the ELPAC and ALL students writing ability. The entire school has access to the ELA and Math individualized learning programs: Imagine Learning and Dreambox. SPED students have an additional program available called IXL. The following student groups have been identified as needing additional support in English Language Arts and/or Math based on the California State dashboard: Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard CAASPP Data	CAASPP ELA 2022 Baseline: 89.7 points below standard Cut off: -70.1 points or lower in Current Year	Improve CAASPP scores by 10% for Students with Disabilities
STAR Reading Assessment	39% At/Above Proficient	By the end of the year, 100% of students will show positive growth on the STAR Reading and/or Early Literacy Assessment
STAR Math Assessment	29% At/Above Proficient	By the end of the year, 100% of students will show positive growth on the STAR Math Assessment
ELPAC Summative	Level 1: 16.7% Level 2: 28.8% Level 3: 30.3% Level 4: 24.2%	By the end of school, ALL MLL's will show positive growth on the ELPAC assessment or be reclassified.
California Dashboard CAASPP Data	CAASPP Math 2022 Baseline: 95.4 points below standard Cut off: -95.1 points or lower in Current Year	Improve CAASPP scores by 10% for Students with Disabilities

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 1

Students to be Served by this Strategy/Activity

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

All Students: Intentional use of funding to support teacher depth of knowledge and understanding of district-wide curriculum adoptions and implementation.

Activities

1. Instructional Committee will work with their PLCs to align instruction TK-5 through professional learning and supported planning including teacher release time and/or extra work hours for targeted intervention. School-wide focus is on using high-impact, research-based strategies to increase comprehension and rigor in reading, writing, and math.
2. ALL staff will focus on high-impact writing strategies using the Benchmark curriculum and through Learning Sprints in respective PLCs.
3. Additional teacher release/collaboration time is scheduled throughout the year for planning.
4. SPED case managers will work with students and colleagues to build skills and proficiency through the use of Barton, IXL, targeted academic goals and focus and push-out into general education (as appropriate) to build ELA and Math proficiency in preparation for the CAASPP assessment.

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)
4,400	0000 – No Reporting Requirements
6,920	0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

Targeted students scoring "urgent intervention" on the STAR reading or STAR math assessment will receive additional support in pull-out or push-in academic intervention. Increased support for targeted students needing additional intervention is provided by Title 1 funded Instructional Assistant and site interventionist.

Activities

1. ELA and Math Intervention: Students needing reading support are identified early through universal screeners (STAR assessment) and progress monitoring through the MTSS Team and site Intervention Specialist. Groups are fluid and dynamic to reflect current needs as determined by student data.
2. ELD support in the classroom and through Quality Interaction professional development: Designated (in the classroom) and trained staff provide targeted ELD support for Multi-Language Learners.

3. Classroom teachers will provide additional intervention support either before or after school (Proposed Expenditure Row 1) Struggling learners will receive additional minutes of Intervention support coordinated by our Intervention Specialist (.50% FTE District Funded) and Intervention Instructional Assistant (.685 FTE Title 1 Funded). Students with disabilities are also eligible for these extra support services.

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)
3,000	0000 – No Reporting Requirements
30,779	3010 – Title 1

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

ALL students showed growth on the three STAR assessments and many students participating in the intervention program showed enough growth to exit the pull-out service.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added Learning Sprints as a school-wide intervention strategy on-going throughout the school year. Students with Disabilities have been identified as a (ATSI) subgroup per the 2022 CAASPP data, extra academic supports include: focused IEP goals, SPED services, after-school intervention, teacher collaboration and software programs to increase students (SWD) assessment performance and outcomes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Students Experience Responsive, Engaging Pedagogy

Identified Need

Multilingual learners continue to struggle, especially in writing. They need ongoing designated ELD instruction and for potential long-term English Learners (LTELs) additional strategic help to reach levels of proficiency needed for reclassification before middle school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative	16.7% of students are at a level 1 on the ELPAC	By the end of the year, 100% of MLL's will show positive growth on the ELPAC or reclassify.

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 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Multilingual Learners: Strategic use of funds to provide additional support for students needing academic intervention, especially in writing.

Activities

1. Multilingual Learners in the 4th/5th grade will participate in 60 minutes a week of pull out ELD support (in addition to in-class time/support) to further their progress in reading, writing, listening and speaking.
2. Multilingual learners will participate daily in 30 minutes of designated ELD instruction in class.
3. Staff at West Park will be provided on-going training for Quality Interactions to support MLL's language acquisition and push on their participation in class.

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)
2,000	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

# of students that reclassified in 2023 and # of ELL's that performed well on CAASPP.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Effective Communication, Community Engagement and Advocacy

Identified Need

Stakeholders (parents/guardians) need frequent and ongoing communication to increase the level of parent involvement and support (both academic and social-emotional) at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Layered communication through Parent Square, school website, and social media platforms to maximize outreach and parent engagement	99.1% of parents on PS.	100% parents have an operational parent square account.
ELAC parent engagement has increased, but is still limited.	3-8 parents regularly participate in ELAC	By the end of the year, ELAC participation will increase by 50%
Parents participate in a family group or volunteer in the classroom.	15 parents regularly attend Family Club meetings.	By the end of the year, each classroom will have a Family Club and ELAC/SSC representative.

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 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students' (parents) need clear communication through a variety of platforms to inform them of how we are keeping students safe, monitoring academic progress and maintaining a positive school community.

Activities

1. Improvements to the school website to provide access to continuously updated information.
2. Increased communication on social media platforms, also linked to the school website, to layer communication for families and community members.
3. Through the use of take-home folders and teacher communication via Parent Square, students' will share information and work directly with their family members.
4. Parents are welcomed back on campus to volunteer in classrooms and to monthly assemblies.

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)
662	3010 – Title 1

Strategy 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Multilingual students' (parents) want more information on how to support their students at home (both academically and emotionally). Efforts to support students' needs will be coordinated through the MTSS Team and Parent Liaison's coordination with community resources.

Activities

1. Parent Liaison will work with the site principal to continue to increase attendance in site ELAC and SSC to ensure parents have a voice in decisions about site programs and student supports (see line 1 $662 for Title 1 funds for parent involvement).
2. School will work with a local partner, Queen of the Valley Hospital, to facilitate Triple P parenting classes online.
3. Site based MTSS team will meet bi-monthly to identify and coordinate support for struggling students and families. These supports are academic, attendance, social-emotional, and behavioral. Participants will include the Principal, Parent Liaison, Social Worker, Attendance Clerk, Interventionist, Educational Specialist, and Academic support IA.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

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

This year ELAC participation grew by 30% and families reported feeling supported and connected. Family Club attendance improved by 7% and a new board is already assigned for the following school-year.

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

We played with location and time for the ELAC and SSC meetings to increase parent participation. We found that SSC prefers in-person meetings in the mornings on site at West Park and ELAC prefers dinner time online meetings so that families do not need to travel to meet.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to be flexible and responsive to the changing needs and interests of these parent groups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Students Thrive Socially, Emotionally and Academically (MTSS goal)

Identified Need

The Multi-Tiered Systems of Support (MTSS) team continues to successfully use data in three key areas: attendance, academic engagement, and social-emotional wellness to support struggling students and their families. Students/families are matched with targeted support to ensure they have the fullest access possible to educational opportunities. The data used to drive intervention and supports is gathered from monthly attendance reports, STAR testing scores, the Strengths and Difficulties Questionnaire (SDQ) and Aeries pre-referrals from staff. The following student groups have been identified as needing additional support in chronic absenteeism and suspension rates based on the California State dashboard: Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	39% of students scored at or above proficiency on the end of the year STAR Reading Assessment.	By the end of the year 100% of students will show growth.
STAR Math Assessment	29% of our 2-5 students score at or above proficiency on the end of the year STAR Math Assessment.	By the end of the year 100% of students will show growth.
California Dashboard Data - 2022	Baseline 2022 Baseline: 46.8% chronically absent Cut off: 20.1% or greater in Current Year	Reduce chronic absenteeism by 10% for Students with Disabilities.
Chronic Absenteeism Rate	66 students have less than 90% attendance. June 2023.	By the end of the year chronic absenteeism will be reduced by 10% or 6.6 students
California Dashboard Data - 2022	Baseline: 6.3% suspended at least one day Cut off: 3.1% to 6.0% in Current Year	Reduce suspension rate by 50% for students with disabilities
Strengths and Difficulties Questionnaire (SDQ)	26 students K-5th grade were identified with 40 or more "early warning indicator" points per the SDQ.	By the end of the year 100% of flagged students will have appropriate supports in place, either at school or with community partners.

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 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students through refinements to the MTSS process, academic, behavioral and social emotional supports will be enhanced for all students following a tiered approach, clear cut-offs and areas of focus.

Activities

1. All students will have access to Tier I support through guaranteed and viable academic curriculum and explicit teaching of classroom behavioral expectations.
2. All students (which include SWD) will participate in social-emotional learning utilizing the SEL Toolbox as part of their regular classroom curriculum and school-wide assemblies as a preventative strategy to conflicts.
3. The MTSS team members will include: the Principal, school Social Worker, Attendance Clerk, Parent Liaison, Education Specialist, Intervention Specialist, and Academic Support IA.
4. The MTSS Team will meet bi-monthly to review student data in three key areas: attendance, academic engagement, and social-emotional wellness. Students struggling in any of these areas will be targeted for assistance and support to ensure they have the fullest access possible to educational opportunities. This data will be analyzed based on: classroom attendance, STAR test scores, the Strengths and Difficulties Questionnaire (SDQ), and/or an Aeries pre-referral.
5. Students with identified needs will be provided with support either by the school team or through community partnerships.
6. Students with disabilities will receive phone calls home to identify and assist with any barriers to attendance which could include: assistance with transportation, home visits, SART/SARB contracts and pizza parties for improved attendance.
7. Students with disabilities will receive extra tier II supports from case managers to improve, reinforce and manage positive behaviors, conflict resolution and coping strategies with social stories, icons and behavior contracts to promote less suspendible infractions.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our school met our 2022-23 goals in both Reading and Math. We are using the MTSS model to more efficiently identify and provide support to ALL students. This year we have added learning sprints to provide more focused intervention support and to respond more effectively to identified needs. Students who regularly attended school and/or Intervention sessions showed increased growth. This contributed to overall levels of proficiency during the 2022-23 school year.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Students with Disabilities have been identified as an (ATSI) subgroup and will receive extra attendance supports with: frequent home communication, transportation services (as applicable), SART/SARB contracts and pizza parties for improved attendance. Students with disabilities will receive extra tier II supports from case managers to improve, reinforce and manage positive behaviors, conflict resolution and coping strategies with social stories, icons and behavior contracts to promote less suspendible infractions.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$47,761.00

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
0000 – No Reporting Requirements	$9,400.00
0003 - Supplemental	$6,920.00
3010 – Title 1	$31,441.00

Subtotal of state or local funds included for this school: $47,761.00

Total of federal, state, and/or local funds for this school: $47,761.00

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
Katelyn Bennett	Principal
Pam Taylor	Classroom Teacher
Karley Asaro	Classroom Teacher
Irma Delgadillo	Other School Staff
Chris Purdy	Parent or Community Member
Yuliana Perez	Parent or Community Member
Megan Heimbigner	Parent or Community Member
Tiffanie Feigel	Parent or Community Member
Jolyn Seitan	Parent or Community Member
Jennifer Perkins	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Teacher Representative: Karley Asaro

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 May 24, 2023.

Attested:

	Principal, Katelyn Bennett on 5/24/23
	SSC Chairperson, Megan Heimbigner on 5/24/23

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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