



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
Canyon Oaks Elementary School	28662660109140	April 27, 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
Chronic Absenteeism: African American or Black (AA)

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.

VISION

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

VALUES

Gratitude, Compassion, Patience, Reflection, Flexibility

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

Purpose of the SPSA

This School Plan for Student Achievement will set goals and multi-tiered systems of supports in four areas: (Goal 1) Student Learning, Achievement and Access (Goal 2) Tactical, Proactive and Efficient Asset Management (Goal 3) Robust Communication, Community Engagement and Advocacy (Goal 4) Effective Employee Relations and Resource Management. Our plan works to create an inclusive school culture where student strengths and growth are celebrated. As we work to close the achievement gap and eliminate barriers to student success in learning, we utilize Multi-tiered Systems of Support that enhance coherence in our approach in teaching and learning with regard to access, engagement, and depth/complexity of thinking/learning (surface, deep and transfer skills). Our teams work collaboratively within PLCs utilizing data and improvement science, called Learning Sprints.

EC Section 64001 specifies that schools and districts that receive state, federal, or other applicable funding through the district's Consolidated Application (ConApp) process prepare an SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data, including the Academic Performance Index (API). The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

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 SPSA is reviewed and modified by the principal and site leadership team and shared with staff for input. The SSC and ELAC have an opportunity to provide feedback and approval so all stakeholders are heard and involved in this process. Updates on actions and progress toward goals are reviewed by School Staff, ELAC and SSC meetings.

Steps for Developing the SPSA:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure the effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals, and fiscal resources.

4. Include timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate the effectiveness of the implementation.

Role of the School Site Council

California Education Code (EC) Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually.

Resource Inequities

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

During the 2022-2023 school year, Canyon Oaks enrolled 709 students. Canyon Oaks 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 African American or Black (AA) learners are experiencing higher levels of chronic absenteeism than our overall student population. Supplemental funding will be targeted to support improved outcomes for this identified student subgroup as described in our action plan.

ATSI eligibility applies if a school has one or more student group(s) that, for two consecutive years score at the lowest level. ATSI is a designation given to schools that have been identified as needing additional support due to either an academic or discipline concern amongst an identified group of students. Groups include: Race/Ethnicity (All), English Language Learner (ELL) Students, Homeless Students, Students with Disabilities, Foster Youth Students

Some ATSI eligibility determinations in 2022–23 are based on only one year of Dashboard results (i.e., the 2022 CAASPP). Also, schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

- All indicators at the lowest status level; or
- All indicators at the lowest status level but one indicator at another status level

The first criterion applies to all student groups that have at least one state indicator with an n-size of 30 or greater. The second criterion applies to all student groups that have two or more indicators that have met the n-size of 30 or greater.

Resource inequities were utilized for after-school interventions utilizing district ELOP funds. After-school interventions focused on strategic math skill to address the achievement gap. During the school day we utilized a full-time Intervention Specialist to address the targeted/strategic reading needs of students. Strategic/targeted reading and math interventions are progress monitored utilizing Universal Screening: STAR Early Literacy, Reading, and Math. Students receiving intervention by our Intervention Specialist are receiving pull-out instruction in our Learning Lab on average of four times a week for 30 minutes utilizing Benchmark Phonics reading intervention. A three-hour Instructional Assistant supports students daily under the guidance of our Intervention Specialist in our Learning Lab.

Strategic Math Intervention is offered after-school in grades K- 5th. After-school strategic/targeted math intervention is provided for at least two days a week for 45 minutes to an hour. There has

been a Fall, Winter and Spring offering. All classrooms are equipped with FM stereo systems and Promethean Smart Boards to support student access and engagement. Students have access to 1:1 technology devices (iPad or Chromebook) in the school setting. Students in grades K-2 have iPads. Students in grades 3-5 utilize Chromebook.

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

Focus: ELA / Math

The following student groups have been identified as needing additional support in English Language Arts and/or Math based on the California State dashboard: Our African American or Black (AA) learners are experiencing higher levels of chronic absenteeism than our overall student population. Supplemental funding will be targeted to support improved outcomes for this identified student subgroup as described in our action plan.

Support the effective, consistent implementation of current State standards in ELA, Math, ELD, Science and History/Social Studies. Implement a structured literacy program that ensures all students TK - 5 read, write and communicate proficiently. Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs. Improve performance outcomes for all students, and at least one year's growth in one year's time in ELA and math. Increase student achievement as monitored by STAR universal screener; include strategic progress monitoring/interventions of ELLs.

DATA:

28.2% chronically absent (2022 CA Dashboard data)

Suspension is less than 1% (2022 CA Dashboard data)

STAR MATH (GR 1-5):

Mid Year 2023 (State Standard) Benchmark:

71.4% at or above benchmark

8.9% on watch

10.3% intervention

9.4% urgent intervention

End of Year 2021-2022 (State Standard) Benchmark:

AT/ABOVE 69.2%

ON WATCH 9.9%

INTERVENTION 11.3%

URGENT INTERVENTION 9.7%

STAR READING (GR 2-5):

Mid Year 2023 (State Standard) Benchmark:

STAR Reading (only - excludes Early Lit)

25.6% at or above benchmark

26.4% on watch

22.1% intervention

24.0% urgent intervention

End of Year 2021-2022 (State Standard) Benchmark:

AT/ABOVE 64.4%

ON WATCH 12.9%

INTERVENTION 8%

URGENT INTERVENTION 12%

STAR EARLY LITERACY 2021-2022 (GR K-1): District Trimester Benchmark

AT/ABOVE 49.3%

ON WATCH 11.6%

INTERVENTION 17.2%

URGENT INTERVENTION 21.9%

CAASPP 2022 Data (last updated CAASPP scores): At Canyon Oaks, the 2022 CAASPP data shows 58% (decrease from 2019 pre-pandemic data with 61.56%) of our students met or exceeded proficiency in CAASPP Math and 61.7% (decrease from 2019 pre-pandemic data with 68.55%) of our students met or exceeded proficiency in CAASPP ELA.

STRENGTHS:

Universal screening and progress monitoring utilizing has been taking place during the 2022-2023 school year to support response for student intervention. Strategic reading and math interventions are provided to address the achievement gap.

2022 ELA CAASP Data, taken from the CA Dashboard, shows an overall 9.1 points above standard; ELA with 61.7% meeting or exceeding standards.

The EL data comparison shows that EL Learners are 60.5 points below standard; Reclassified EL is 44.4 points above standard and EO is 25.5 points above standard.

2022 Math CAASP Data, taken from the CA Dashboard, shows Canyon Oaks at 11.2 points below the state standard.

The EL data comparison shows EL 69.8 points below standard; Reclassified EL is 15.2 points above standard; and English only is 3.6 points above standard.

2022 ELPAC English Learner Progress Indicator, shows 61.6% making progress towards English proficiency.

CHALLENGES:

According to EOY STAR Reading data 64.4% are at/above end of the year state standards. In comparison of the 2019 CAASPP results with EOY STAR Reading data, learning loss during time of pandemic decreased by 4.1%.

Demographic data, taken from the CA Dashboard, for the 2019 CAASPP scores shows that our Hispanic population scored 9.8 points below the state standard in ELA (107 students assessed).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard CAASPP Data	CAASPP ELA 2022 All 9.1 points above standard EL 31.5 points below standard	Improve CAASPP scores by 10% for English Learners

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELP 61.6% making progress (125 EL students)	By May 2024, CAASPP ELA scores will increase by approx. 10% with 72% of learners meeting or exceeding proficiency.
California Dashboard CAASPP Data	CAASPP Math 2022 All 11.2 points below standard EL 46.3 points below standard	Improve CAASPP scores by 10% for English Learners By May 2023, CAASPP Math scores will increase by approx. 5% with 66% of learners meeting or exceeding proficiency.
EOY 2023 STAR ELA: End of Year (State Standard) Benchmark	EOY universal screener proficiency indicates 54% currently on target toward end of year standards mastery for ELA.	By May 2024, End of year STAR ELA scores will increase by at least 5.6% with 73% of learners proficient towards end of year standards.
EOY 2023 STAR Math: End of Year (State Standard) Benchmark	Fall universal screener proficiency indicates 44% currently on target towards end of the year standards mastery for math.	By May 2024, End of year STAR Math scores will increase by at least 10.8% with 80% of learners proficient towards end of year standards.

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)

Targeted support and improvement: English Learners performing at ELPAC overall levels 1,2 or 3 will receive target intervention support services.

Activities

Designated and integrated ELD to be implemented within the classroom setting. Imagine Literacy and Language Learning program to be implemented and progress monitored for ELD. All teachers have materials aligned to state standards for ELA and ELD.

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 2

Students to be Served by this Strategy/Activity

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

Provide technology resources for students to support differentiated instruction and online learning.

Activities

Update technology items, such as student headphones, cable, adapters, amplification systems.

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)

2,000

Source(s)

0000 – No Reporting Requirements

Strategy 3

Students to be Served by this Strategy/Activity

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

Provide strategic intervention and supports

Activities

Supplemental material support for teaching and learning; teacher salary for intervention and training

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 4

Students to be Served by this Strategy/Activity

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

Targeted Academic Intervention and Support

Activities

Instructional planning, travel, conference and collaboration for strategic and targeted intervention utilizing Multi-Tiered Systems of Support (MTSS) (ie. registration fees, conference, travel, certificated/classified salary)

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 5

Students to be Served by this Strategy/Activity

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

Targeted Academic Intervention Support

Activities

Instructional Assistant (3 hours each day for 180 days) for intervention, EL 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)

Strategy 6

Students to be Served by this Strategy/Activity

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

Targeted support and improvement: Strategic Intervention (ie. STAR Intervention, Urgent Intervention, ELL, LTEL)

Activities

Intervention Teacher/Academic Specialist (1.0 FTE) to provide targeted intervention supports to students and progress monitor data for growth and performance. Intervention Teacher/Academic Specialist to utilize board adopted intervention materials/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)

Strategy 7

Students to be Served by this Strategy/Activity

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

Targeted support and improvement

Activities

Assess student learning through a robust balanced assessment system to inform teaching and respond to students' needs. Progress monitor student academic growth and progress utilizing STAR universal screening data and Aries Analytics. Utilize Learning Sprints (improvement science) and high impact instructional strategies (self efficacy, clarity, student discourse, feedback loops) to improve student engagement into deeper learning and increased growth and progress. Provide continued professional development to teachers in examining and utilizing STAR Universal Screenign and ELPAC data, as needed.

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)
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Strategy 8

Students to be Served by this Strategy/Activity

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

Targeted support and improvement

Activities

Intervention support/resources/materials: Grades 2 & 3 will be utilizing district offered Benchmark Booster as additional intervention support to help close the achievement gap.

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)
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Strategy 9

Students to be Served by this Strategy/Activity

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

Targeted support and improvement: Student Efficacy / College & Career Readiness

Activities

Provide intervention and enrichment opportunities that builds student agency and self-efficacy. Students have opportunity to dwell in future possibilities towards a college or career. Provide opportunities for teachers to incorporate career community experts in curriculum planning. Students will have opportunities to learn through career industry experts about potential career pathways utilizing STEAM

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)
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Strategy 10

Students to be Served by this Strategy/Activity

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

All Students

Activities

Purchase books for school/classroom library to increase student engagement in reading of high interest books, aligned to lexile level needs for 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)

Strategy 11

Students to be Served by this Strategy/Activity

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

All students

Activities

Utilize digital platforms to provide student managed learning with progress monitoring (ie. Dreambox, Imagine Language & Literacy, SUM Dog) to enhance differentiated instruction. Includes license purchase, and costs associated with implementing tech within learning environments (ie. purchase of headphones, cables, adapters).

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)

4,000

0000 – No Reporting Requirements

Strategy 12

Students to be Served by this Strategy/Activity

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

All students

Activities

Visual and performing arts education for students (ie. teacher salary, materials, supplies)

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)

100,978

9xxx – Local Restricted

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.

Smarter Balance. 3rd-5th 2022 data-- Smarter Balance summative is 9.1 points above the state standard for ELA. Smarter Balance Summative grades 3-5 is 11.2 points below standard (state average was >50 points below).

During the 2022-2023 school year we utilized an Intervention teacher to provide strategic reading intervention to intervention/urgent intervention students. The delivery model was pull-out instruction utilizing district adopted Benchmark Phonics Intervention resources. After-school math intervention provided in grades K-5 utilizing district ELOP funding. This school year Transitional Kindergarten was added, allowing Canyon Oaks to serve students in TK-5 school. Career day brought industry experts and opportunities for students to explore the RIASEC (strength/interest towards career pathways).

Priorities: Continue to assign targeted instruction through Dreambox. Share access/goals/effectiveness of the program with stakeholders.

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.

Include Dreambox and ILL data in the 2023-2024 school year as another progress monitoring tool and data point.

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 Will Experience Responsive, Engaging Pedagogy

Identified Need

Focus: EL Progress
61.6% making progress towards English language proficiency
Number of EL Students: 125

The following student groups have been identified as needing additional support in English Language Development based on the California State dashboard and ELPAC scores: EL ELA is 60.5 points below standard; reclassified EL are 44.4 points above standard; English only is 25.5 points above standard. ELL are low in ELA and low in Math.

Create systems approach utilizing Learning Sprints (improvement science) for continual school improvement in teaching and learning. All Canyon Oaks students, including our English Language Learners, students at risk and accelerated students will experience research based, high impact instructional strategies that engage student learning and achievement.

Implement inquiry-based learning grounded in state standards utilizing high-impact instructional strategies. Provide professional development and support for culturally and linguistically responsive teaching. Ensure English Learners access to English language development throughout the day.

STRENGTHS:
Monthly meetings are held with both certificated and classified staff to ensure effective employee relationships and develop a cohesive team. Monthly meetings with staff to improve communication, collaboration, and most importantly, to achieve results collectively. Meeting agendas are kept in the Impact Hub: Professional Learning Plan (PLP). Data is utilized in decision making and the utilization of Learning Sprints.

During the 22-23 school year we all grade levels completed 2 learning sprint cycle. Most grade levels completed 3 learning sprints. This was our third year utilizing learning sprints (improvement science).

CHALLENGES:
For the 2023-2024 school year, we are setting the goal to align our work to a research-based, high impact strategy, and the goal of at least 3 learning sprints for the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting agendas documented in our site's Impact Hub: Professional Learning Plan (PLP)	Meeting agendas documented in our site's Impact Hub: Professional Learning Plan (PLP)	Meeting agendas aligned to district goals

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data: EL Progress Indicator - 2022	Baseline 2022 61.6% making progress towards English language proficiency	Increase the percentage of EL students making progress by 10% from 61.6% to 71.6 progress.

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

Activities

Certificated Staff: Monthly Leadership Team meetings with grade-level lead teachers and monthly PBIS/BEST Team meetings with grade-level BEST Team members to ensure consistent implementation of PBIS/BEST practices.

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 2

Students to be Served by this Strategy/Activity

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

Targeted support and improvement: at-risk students identified through universal screeners and/or teacher assessment data

Activities

Creating a learning community through teacher professional learning, planning, goal setting, and action plans utilizing Learning Sprints (improvement science). Staff meets for professional development during staff meetings, every other week. PLC collaborative work every week. Professional learning conferences and guest presenters. Presenting teaching and learning during community events and outreach (teacher salary). Long-range Teacher planning and collaboration (teacher salary) to enhance teaching and 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)

17,104	0000 – No Reporting Requirements
14,660	0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

All students

Activities

Utilize resources that enhance teacher efficacy in research-based, high impact strategies to improve effectiveness of strategic collaboration in our work (ie. Ecosystem of Carino, learning sprints, Writing Revolution, LETRS, NGSS)

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 4

Students to be Served by this Strategy/Activity

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

All students

Activities

Monthly meetings with site union representatives

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 5

Students to be Served by this Strategy/Activity

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

All students

Activities

Providing instructional supplies (ie. teacher supplies, paper, ink, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,200	0000 – No Reporting Requirements
1,500	0000 – No Reporting Requirements
1,528	0003 - Supplemental
411	0003 - Supplemental

Strategy 6

Students to be Served by this Strategy/Activity

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

Targeted and strategic intervention

Activities

Provide English Learners integrated and designated ELD supports throughout the instructional day. Continue to provide professional learning on designated and integrated ELD.

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)
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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.

ELPAC data 61.6% making progress towards English language proficiency. The total number of EL Students is 125.

The following student groups have been identified as needing additional support in English Language Development based on the California State dashboard and ELPAC scores: EL ELA is 60.5 points below standard; reclassified EL are 44.4 points above standard; English only is 25.5 points above standard. ELL are low in ELA and low in Math. Agenda items found for on-going professional development and site business meeting agenda documented in the sites Impact Hub: Professional Learning Plan (PLP).

During the 22-23 school year, we were able to accomplish our goal of at least 2 learning sprint completed by each grade level team. Some grade level teams achieved 3 Learning Sprints within one school year. For the 23-24 school year we will continue our goal of 3 learning sprints cycles focussed around research-based, high impact teaching strategy.

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

Increasing the use of research-based, high impact practices in alignment of our goal of 3-4 learning sprints

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

For the 23-24 school year we will increase of learning sprints to 3-4 cycles focussed around research-based, high impact teaching strategy,

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

Robust Communication, Community Engagement and Advocacy

Identified Need

Collaboration of ELAC opportunities with our American Canyon Schools; including, parent education opportunities, resources, input/feedback into site decision making. Concierge team will be utilized for proactive family and communication access to information and resources based upon need. Create systems alignment between COES and ACHS to further enhance our collaborative work between our student groups (COACH for the Future & Student mentoring/intervention); and intervention partnership with Boys & Girls Club.

STRENGTHS:

Our school has excellent community partners with our police, fire, mental health providers, student support services resources/supports. We are fortunate to be located in close proximity to the strengths and talents of ACHS. We have a partnership with Boys & Girls Club as our after-school program. We connect with these valued resources of support to help support identified school, family and student needs. Weekly communication has been continued with families each Sunday with our Canyon Oaks Family Connection, and as needed utilizing Parent Square. Our parents have opportunity to serve on site based and district decision making teams (including SSC, ELAC, DELAC and NVUSD Parent Advisory Council). Parents receive progress reports each trimester sharing growth and needs in their child's learning. All school personnel understand the importance of building positive partnerships with their students and students' families.

CHALLENGES:

Need for continued parent growth in understanding of role of ELAC and the reclassification process, specific to ELL. Continue to benefit from the partnership and strengths of ACHS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agendas from parent meetings (Concierge Team, ELAC and SSC)	Completion of all agendas/tasks with participation rate at Concierge Team Meetings, ELAC, and SSC meetings being taken for outreach.	Consistent agendas (ie. Concierge Team, ELAC, SSC) with participation rate at ELAC meetings.
Implementation and participation in our COES Future Ready and intervention/enrichment work with ACHS	Implementation of Future Ready plan COES student groups in Grades 3-5 and ACHS. Offerings and participation rates to be gathered as we work to implement in the Winter/Spring of 2022-2023.	Systems development of Future Ready program and implementation between COES student groups in Grades 3-5 and ACHS.

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

Activities

Provide pro-active two-way, inclusive, and user-friendly stakeholder engagement. The Principal and Community Liaison will meet and engage with families during Coffee with the Principal/Cafecito, School Site Council (SSC), ELAC, PTO meetings and family events.

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)
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Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Principal will communicate weekly with families via Parent Square messages.
Staff will communicate with families using appropriate platforms (ie., Parent Square, Class Dojo, Google Classroom, newsletters).

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)
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Strategy 3

Students to be Served by this Strategy/Activity

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

Targeted support and improvement: English Language Learners (ELLs)

Activities

Site Community Liaison and Principal will work in collaboration with American Canyon elementary schools to hold combined ELAC meetings with American Canyon families of ELLs.

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)
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Strategy 4

Students to be Served by this Strategy/Activity

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

All students

Activities

Our MTSS Team will meet bi-weekly in response to promoting proactive outreach for equity and access of information and resources based upon need/s. Office supplies to enhance school business and community outreach (materials, equipment rental/leasing, copier, office machine service agreement, postage) and support staffing (classified support staffing salary) are needed to enhance Concierge Team supports and outreach and school activities/events.

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)
750	0000 – No Reporting Requirements
1,673	0000 – No Reporting Requirements
500	0000 – No Reporting Requirements
1,070	0000 – No Reporting Requirements

Strategy 5

Students to be Served by this Strategy/Activity

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

Parent and Community Engagement

Activities

Parent Involvement (in-service delivery service/pay, child care, communication, material and supplies)

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)
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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.

Weekly communication and engagement of parent groups were evident based on agendas and communication found in the Impact Hub: Professional Learning Plan (PLP), social media and Parent Square for Canyon Oaks.

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

Continued growth in partnerships and collaboration with our community partners. We will continue to work to build a system of collaboration between our student groups of COES, ACHS and our partnership with Boys & Girls Club.

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.

Collaboration of ELAC opportunities with our American Canyon Schools; including, parent education opportunities, resources, input/feedback into site decision making. Create systems alignment between COES and ACHS to further enhance our collaborative work between our student groups. A Concierge Team will be utilized for proactive resources and supports for families.

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 Will Thrive Socially, Emotionally and Academically

Identified Need

Focus: Chronic Absenteeism and Suspension. The following student groups have been identified as needing additional support in suspension reduction based on the California State dashboard:

Continued implementation guide/rubric of the overall effectiveness and strategic direction for the work of Multi-Tiered Systems as a systems approach to school improvement in teaching and learning (whole child approach: meets the social-emotional, behavioral and academic needs of ALL). Promote prevention and intervention programs that focus on health, wellness and positive personal and social development.
Support the effective, consistent implementation of PBIS and restorative practices.
Ensure the effective, consistent implementation of Multi-tiered Systems of Support for academic and behavioral intervention in order to provide differentiated support for all

During the 2022-2023 school year, the School-wide Integrated Framework for Transformation Fidelity Integrity Assessment (SWIFT-FIA) was utilized as an assessment tool. There are 5 domains of the SWIFT-FIA: (1) Administrative Leadership, (2) Multi-Tiered Systems of Support, (3) Integrated Educational Framework, (4) Family & Community Engagement, and (5) Inclusive Policy Structure & Practice. This past year was our second year implementing the SWIFT-FIA at our site. We focused on the domain of MTSS (academic, SEL, behavioral).

STRENGTHS:
Our strategic focus includes implementing and supporting Multi-Tiered Systems of Support (MTSS). According to the SWIFT-FIA, as a site we have 94% systems effectiveness. With majority of the domain item features being in the implementing and sustaining stages of implementation.

We have a systems approach in utilizing SSTs in progress monitoring and documenting students at-risk.
We implemented a SEL universal screener called the Strength Difficulties Survey during the 2022-2023 school year.

The MTSS Team has been leading and progress monitoring this work.

CHALLENGES:
Our goal for the 2023-2024 school year is to expand our offerings utilizing a menu of interventions and continue to focus on research-based, high impact teaching and learning strategies, utilizing data to drive our decision making.
We continue to expand on our use of Toolbox with our staff, students and families during the 2023-2024 school year in support of self-regulation, pro-social skills, and social-emotional learning.
We will continue to increase teacher efficacy and increase opportunities to collaborate in order to exchange ideas to address challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MTSS intervention progress monitoring identifying STAR ELA and Math (universal screening) Intervention and Urgent interventions learners and monitoring intervention progress.	<p>DATA:</p> <p>STAR MATH (GR 1-5): End of Year (State Standard)</p> <p>Benchmark:</p> <p>AT/ABOVE 69.2%</p> <p>ON WATCH 9.9%</p> <p>INTERVENTION 11.3%</p> <p>URGENT INTERVENTION 9.7%</p> <p>STAR READING (GR 2-5): End of Year (State Standard)</p> <p>Benchmark:</p> <p>AT/ABOVE 64.4%</p> <p>ON WATCH 12.9%</p> <p>INTERVENTION 8%</p> <p>URGENT INTERVENTION 12%</p> <p>STAR EARLY LITERACY (GR K-1): District Trimester</p> <p>Benchmark</p> <p>AT/ABOVE 49.3%</p> <p>ON WATCH 11.6%</p> <p>INTERVENTION 17.2%</p> <p>URGENT INTERVENTION 21.9%</p>	Student progress and growth in academic performance with an increase learner proficiency in end of year standards mastery (benchmark) as measured by universal STAR Screeners by at least 5% in each area (ELA, Early Lit, and Math) moving students up in performance bands towards levels of proficiency (at/above and on-watch). This data would show at least a 5% decrease in intervention / urgent intervention (needs) performance bands by the end of May 2022.
SWIFT-FIA to determine implementation effectiveness of (MTSS) systems alignment.	<p>The 2021-2022 school year focussed on MTSS for the SWIFT-FIA.</p> <p>A baseline measure of 94% system effectiveness was measured. With majority of the domains item features being in the implementing and sustaining stages of implementation.</p> <p>The MTSS Team has been leading and progress monitoring this work. We implemented Aries Analytics this year.</p>	<p>MTSS/ BEST Team would guide the work in determining progress in implementation (0-3 rubric) using the SWIFT-FIA.</p> <p>Continued use and implementation of the SWIFT-FIA with the MTSS Team. Utilize Aries Analytics.</p>
Strength Difficulties Questionnaire (SDQ)	The 2022-2023 school year the SDQ was administered	EOY data TBD.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Menu of Interventions in response to student needs for intervention and supports	Tier 2 interventions were provided through an Intervention Teacher, strategic offerings of intervention and Board approved intervention resources, and computer-adaptive instructional programs (ie. ILL, Dreambox)	Expand Menu of Intervention offerings in response to student needs for intervention and supports.
California Dashboard Data - 2022 Chronic Absences	Baseline 2022 28.2% chronically absent. (Number of Students: 682) AA - 30.6% chronically absent (Number of Students: 36) ELL - 35.1% chronically absent (Number of Students: 168)	Reduce chronic absenteeism by 10% overall from 28.2% to 18.2%. Reduce chronic Absenteeism by 10% for AA from 30.6% to 20.6%. Reduce chronic Absenteeism by 10% for ELL from 35.1% to 25.1%.
California Dashboard Data - 2022 Suspension Rate	Baseline 2022 0.6% suspended at least one day (Number of Students: 689)	Reduce suspension rate by 50% overall from 0.6% to 0.3%

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

Activities

Ensure the effective, consistent implementation of Mutli-tiered Systems of Support for academic, social emotional and behavioral intervention in order to provide differentiated support for ALL. Bi-weekly MTSS meetings are held to determine academic, behavioral and social-emotional needs/supports. Progress monitoring and decision making is data driven (site-based MTSS tracker, student academic universal screening data for performance and growth.

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 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Build staff knowledge and background of the SWIFT-FIA and continued learning of MTSS (Multi-Tiered Systems of Support). Work in alignment with our NVUSD MTSS Team to implement the SWIFT-FIA: MTSS section to determine implementation level (0-3 rubric) and plan strategic next steps in implementation. Expand introduction to SWIFT-FIA to include our BEST Team for (Behavioral, Social-Emotional supports).

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 3

Students to be Served by this Strategy/Activity

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

Targeted support and improvement: Identified STAR Early Lit, ELA and Math performing at Intervention and Urgent Intervention

Activities

Utilize STAR ELA, Early Lit and Math as a universal screening tool to identify and progress monitor student learning outcomes, aligned to strategic/targeted interventions, towards end of year standards mastery. Allocate funding towards researched based interventions (ie. books, materials, on-line subscriptions) as a supplement to the core board adopted materials.

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 4

Students to be Served by this Strategy/Activity

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

All Students

Activities

Enhancing school culture through SEL, BEH using BEST Expectations aligned to Toolbox implementation and Second Step. Utilize BEST Expectations and Toolbox in the classroom, on the playground and in the home settings (community engagement). The Playground Supervision Team

(ie. staffing for supervision salary/support/trainings, clerical salary) conducts BEST rotations on the playground for modeled practice of the skill two times a year.

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)
9,829	0000 – No Reporting Requirements
681	0003 - Supplemental

Strategy 5

Students to be Served by this Strategy/Activity

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

Targeted support and improvement: AA, ELL

Activities

Positive school attendance and addressing chronic absenteeism: Coffee with the Principal, ELAC and site-based community meetings to engage parents in the importance of school attendance and positive home/school routines that promote a culture of learning. Progress monitor student attendance data and provide personalized outreach (ie. SST, SART, SARB) to eliminate barriers and provide additional 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)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 22-23 school year we focused on a caring and inclusive school environment through Community Circles, Toolbox SEL and Academic Integration, Cross-age Buddy Classrooms & Activities, Class Meetings (Gr 2-5), Student Led Jobs (classroom & school setting), BEST Expectations, Restorative Practices. Continued work in improving positive school attendance through reminders to schedule around the calendar breaks as much as possible, addressing tardies as well as absenteeism, align attendance with performance data as we share the

importance of attendance to families - possible parent learning night, and creative ways to expand drop off window - would before school care be available to ease traffic congestion.

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

N/A

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.

As an alignment to the previous work and goal of Tactical, Proactive, and Efficient Asset Management, we will continue to focus on MTSS implementation and growth of student learning utilizing the strategies and activities including the use of the SWIFT-FIA and universal screeners with progress monitoring of interventions.

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	\$178,089.00

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 (\$)
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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	\$59,831.00
0003 - Supplemental	\$17,280.00
9xxx – Local Restricted	\$100,978.00

Subtotal of state or local funds included for this school: \$178,089.00

Total of federal, state, and/or local funds for this school: \$178,089.00

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
Stephanie Vasquez	Principal
Catherine Treadaway	Classroom Teacher
Jennifer Stiltz	Classroom Teacher
Julie Meyer-Houston	Classroom Teacher
Beatriz Panagua	Other School Staff
Shawn Lopes	Parent or Community Member
Julian Moore	Parent or Community Member
Anita Gholar	Parent or Community Member
Radford Castro	Parent or Community Member
Silvia Regalado-Zachlod	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

Beatriz Paniagua

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 April 27, 2023.

Attested:

Stephanie Vasquez

Principal, Stephanie Vasquez on 04/27/2023

Julian Moore

SSC Chairperson, Julian Moore on 04/27/2023

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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