

# 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
Henry Ford Elementary School	41-69005-6044499	September 26, 2023	November 8, 2023

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

Henry Ford School's Site Plan directly connects to the Redwood City School District Local Control Accountability Plan (LCAP). There are three main goals addressed:

- (1) By June 2024, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
- (2) By June 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.
- (3) By June 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Henry Ford has detailed actions and services that align to the three main goals also found in the RCSD LCAP. Each School Site Council meeting discusses these goals.



# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

A climate survey is administered twice a year. Once in the fall and again in the spring. Parents, staff and students participate in the survey. The results below are a comparison of the Spring 2022 Survey to the Fall 2023 survey.

### Family Survey:

Academic Care: 94%, up 3%

School Climate: 82%, no change.

Cultural Awareness: 55%, down 2%

Family Engagement: 27%, down 3%

### Staff Survey:

School Climate: 75%, up 3%

Staff-Leadership Relationships: 75%, up 2%

Staff-Family Relationships: 75%, down 5%

Cultural Awareness and Action: 41%, down 14%

### Student Survey

School Rigorous Expectations - 77%, up 2%

School Teacher-Student Relations: 75%, up 1%

School Climate: 57%, down 3%

School Engagement: 50%, no change.

Family survey results demonstrate the need to create a community where all families to feel comfortable joining groups like the PTA and ELAC.

Based on the Staff and Family results, we have more work to do to address Cultural Awareness and Action, and that our monthly workshops facilitated by Circle Up, designed to increase cultural awareness, identify and address bias, were not sufficient. This topic will be discussed in our monthly PBIS, PTA, Leadership and Staff meetings.

Student survey results highlight our need to increase student engagement in the classroom, and make school a more positive experience for all of our students. A survey will be created to specifically address questions with low scores to help staff gain a better understanding and examples of what engagement and a positive school looks like to our students.

## Classroom Observations

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

Site administration (principal and assistant principal) visit classrooms regularly to observe the classroom environment and academic instruction. Observations have led to identify a need for support facilitating small group instruction in order to address the range of ability levels within each classroom. Overall, there are strong standards based instruction across grade levels, and strong collaboration at each of the grade levels.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Henry Ford uses state adopted assessments to modify instruction and improve student achievement: CAASPP, CAST, CAA, ELPAC, Physical Fitness Test and Resource Specialist utilize the Qualitative Reading Inventory (QRI) to assess. As well as district adopted assessments: BPST-IV, FastBridge, Literably, iReady ELA, iReady Math, Illustrative Math Unit Assessments, Brigance,

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

Students, depending on grade level, are assessed throughout the year using the following assessments:

BPST-IV and IWT (CRLP) are regularly to inform small group instruction in the classroom. The data is also used to create small group interventions, "WIN" groups, that target specific phonics skills. Students are assessed every 6–8 weeks to modify or ensure students are receiving intervention that targets their individual needs.

Data from iReady reading and iReady math assessments is used to monitor student growth, and

The CAASPP will be given to all students in 3rd-5th grade in April/May, and results are analyzed to determine school-wide and individual student needs.

The ELPAC is used to create leveled groups to provided small group, targeted instruction for English Learners.

The comprehensive MTSS process utilizes data to identify students who are not making expected growth and determine what additional supports are needed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified.

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

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

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

RCSD ensures all staff development and professional learning experiences are directly connected to content standards, assessed student performance, and professional needs.

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

The Redwood City School District created monthly super minimum days. The time is used to provide staff development on the new curriculum and improving tier 1 instruction through the MTSS process.

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

Teachers are provided grade level planning time twice a week during PE. Teachers collaborate on weekly early release days. Substitutes are provided to release grade level teams to collaborate with the administration, attend grade level iReady workshops and observe one another as requested.

## Teaching and Learning

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

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

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

Adherence to recommended instructional minutes for reading/language arts and mathematics guidelines are met.

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

Lesson pacing schedule and master schedule flexibility is designed to ensure teachers are progressing through content, and providing intervention as needed. By the end of the year, students have been exposed to all grade level content standards.

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

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

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

Henry Ford uses SBE-adopted and standards-aligned instructional materials. Additionally, MTSS coordinator and reading intervention teachers use evidence-based instructional materials. Resource specialists and special education teachers utilize additional evidence-based programs based on student need.

## Opportunity and Equal Educational Access

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

English Language Development (ELD) instruction is integrated into the curriculum and instruction, and designated ELD is provided to Henry Ford's English Learners (ELs) in leveled group. Special education students in the Specialized Learning Class (SLCs) are mainstreamed into general education classes. Approximately 20% of the students at Henry Ford qualify for special education services. Newcomer students, students who have been in the country less than one year, account for 10% of the student population.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Henry Ford utilizes direct instruction, small group instruction and dedicates 30 minutes a day for small group, research based intervention and target instruction, including enrichment.

## Parental Engagement

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

The Henry Ford School community including family, school, and district, offer multiple resources to assist under-achieving students including after-school tutoring, homework club, free child care, bus passes, counseling, free after school enrichment classes and access to resources as needed.

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

Henry Ford School utilizes the School Site Council and English Language Advisory Council to assist in the planning, implementation, and evaluation of Consolidated Application (ConApp) of categorical programs.

## Funding

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

Federal and local funds provide services in the areas of counseling, intervention/enrichment resources (including technology tools), after-school intervention, Positive Behavior Interventions and Supports (PBIS) education, support for PBL, social emotional learning tools (SEL), assistance for IEP (Individualized Education Plan) and SST (Student Success Team) meetings, family engagement, and data analysis.

Fiscal support (EPC)

Local Parcel Tax and PTA funds supplement state and federal funding.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council (SSC) develops the content of the SPSA (EC Section 64001[g][1]). The SSC reviews the SPSA annually and updates as needed, including proposed expenditures of funds allocated to the school through the ConApp and the LCAP (Local Control and Accountability Plan)(EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data is reviewed regularly to determine student progress and progress towards actions and services.

The members of the SSC represent the composition of the school's pupil population. (EC Section 65000[a]) and include the principal, assistant principal, classified personnel, classroom teachers, parents of pupils attending Henry Ford, and other members of the community. The minimum numbers of SSC members at an elementary school is a total of ten (10) (e.g. 1 principal or his/her designee, 1 other school personnel, 3 credentialed teachers, and 5 parent/community members).

# Dashboard ATSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator		Suspension Indicator	
2021-2022 Dashboard	2021-2022 Dashboard	2022-2023 Dashboard (projected)	2021-2022 Dashboard	2022-2023 Dashboard (projected)
SWD (Very Low)	SWD (Very High) 36%	"SWD (Very High) 38.8% Dashboard color: Red"	SWD (Very low) 0%	"SWD (Medium) 1.2% Dashboard color: Orange"

## ATSI Criteria:

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

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

## Resource Inequities

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

Henry Ford has identified three resource inequities according to the California Dashboard. First is Chronic Absenteeism, second is high suspension rates for Students with Disabilities and third is low academic performance in ELA and math for Students with Disabilities

Over the past three years, one of the challenges that has come about due to the pandemic has been students have not attended school on a regular basis. Parents continue to keep their students home when they have similar Covid symptoms such as congestion, cough, headaches, sore throat, etc. Another factor is transportation for some of our students who live in the neighborhood have difficulty getting to school due to parents not driving and not living within walking distance.

For students with chronic absenteeism, the school created a plan with the MTSS TOSA to address absences. The school has created a plan where the MTSS TOSA and Assistant Principal will monitor and track chronic absenteeism for Students with Disabilities. The MTSS TOSA and Assistant Principal will monitor daily student attendance rates and meet with parents of chronic absentees to formulate a plan for the student to attend school. RSP teachers will also call the families of the students who are on their caseload when a student is absent to offer additional support. Students will be given incentives in order to help promote increased attendance. The MTSS TOSA along with the Assistant Principal will do home visits for students as needed. Resources will be offered to support families that are struggling with housing, transportation or other issues.

Students with Disabilities can be disproportionately suspended due to difficulties with self-regulation and difficulty coping managing their emotions, leading to physical aggression or behavior that puts the student, staff or other students in danger. In order to alleviate the number of suspensions for Students with Disabilities, we are implementing a peace corner in each classroom, mental health support, SEL lessons on a weekly basis, buddy rooms, check-ins with administration, behavior support plans and the support of a behavioral specialist as needed. Additionally, a therapeutic counselor has been added to our SPED program.

Academic performance in ELA and math for Students with Disabilities has been low due to inefficient phonic and reading strategies along with ineffective scaffolding within the classroom. For reading, special education teachers have trained in SIPPs and general education uses BPST/ IWT to improve phonics, and for math, teachers have been trained in the new curriculum, Illustrative Math that has scaffolding built into its daily lessons.

# Goals, Strategies, Expenditures and Annual Review

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

## Goal 1

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

Metrics: Enrollment, Chronic Absenteeism, Suspensions

### Identified Need

#### Student Enrollment Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	21-22	22-23	23-24
American Indian or Alaskan Native	1	0	0
Asian	16	16	15
Black or African American	5	3	5
Decline to state		0	0
Filipino	10	9	4
Hispanic/Latino	308	294	305
Native Hawaiian or Other Pacific Islander	3	3	2
Two or More Races	20	20	24
White	97	103	103
	461	448	458

#### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	21-22	22-23	23-24
Kindergarten	73	75	91
Grade 1	77	75	73
Grade 2	71	72	78
Grade3	76	60	69
Grade 4	88	82	67
Grade 5	76	84	80
Total Enrollment	461	448	458

## Chronic Absenteeism

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	1	6%		
Black or African American	*	*	10%	
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	111	35%	15%	30%
Native Hawaiian or Other Pacific Islander	0	0%		
Two or More Races	4	2%		
White	19	17%	10%	
<b>Total</b>	<b>137</b>	<b>28%</b>		<b>25%</b>

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	27	33%	20%	
Grade 1	24	29%	25%	
Grade 2	16	21%	20%	
Grade 3	17	25%	20%	
Grade 4	25	29%	20%	
Grade 5	28	32%	20%	
<b>Total</b>	<b>137</b>	<b>28%</b>	<b>20%</b>	<b>25%</b>

## Suspension

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%	0%	
Black or African American	0	0%	0%	
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	1	0%	0%	
Native Hawaiian or Other Pacific Islander	0	0%	0%	
Two or More Races	0	0%	0%	

White	0	0%	0%	
Total	1	0%		0%

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

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

### Strategy/Activity 1

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

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

Students with Disabilities, as well as Chronically Absent Students

#### Strategy/Activity

The MTSS TOSA and will monitor daily student attendance rates. They will follow the RCSD Attendance and Student Engagement Process. This includes contacting parents by phone, holding re-engagement meetings and home visits as needed. We will provide all available resources to families that are struggling to get their child to school due to lack of consistent housing, transportation, school refusal or any other challenges.

Additionally, our RSP teachers will call the families of the students on their caseloads when they are absent. RSP teachers hold IEP meetings with the families regularly throughout the year, and as such have built a trusting relationship. By calling families to check in when their student is absent, it is a reminder that their child is a part of our community, is missed. It also provides the families an opportunity to share any challenges to a trusted adult. The RSP teachers will update the MTSS TOSA and Assistant Principal of their findings, so they can follow up 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)

### Strategy/Activity 2

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

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

All Students, specifically those who are Chronically Absent or Behavioral Concerns, SWD

### Strategy/Activity

Teachers and staff are an integral part of the Leadership Team, School Site Council, PBIS Team and MTSS Team. Each team uses data that reflects the area of focus. Data is used to determine a baseline and monitored to ensure we are seeing expected growth toward each goal, or if we need to make adjustments to our current school improvement actions plans. Meets are held monthly and stipends will be used to pay staff when meetings are held after contracted working hours.

### 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)

1,815

Source(s)

Title I

### Strategy/Activity 3

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

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

All Students- SWD

### Strategy/Activity

Positive Behavior Interventions and Supports (PBIS) Committee meets monthly to support implementation. PBIS is a proactive approach to establishing a school-wide culture that reinforces positive behavior rather than focusing on negative behavior. The three overarching tenants at Henry Ford are Respect, Responsibly and Safety. We have a lot of new staff this year, so we are dedicating time at every staff meeting to created consistency and most importantly, buy-in. The PBIS team is using various resources, including information/videos from district trainings, to develop a deeper understanding of why we are implementing PBIS. Our goal is to ensure staff develops the mindset that students crave connections, not attention, and that teaching children to self-regulate rather than punishing them is the most effective way to change behavior.

The PBIS team uses data to monitor behavior and inform our decisions. Every student who is sent to the office with a referral is entered into the database. The information collected includes the reason for the referral (destruction of property, fighting, name-calling...), the location of the incident, grade level, date, day of the week and time if the day. We also include demographics and Students with Disability to monitor discipline disproportionality.

Data analysis highlighted the fact that majority of the referrals were coming from the classroom and during lunch (while students were eating). To address classroom behavior, we installed peace corners. A peace corner is a place where students can go to self-regulate. Peace corners have been shown to give students a sense of control over their emotional experiences. Site funds were used to purchase a variety of sensory materials specifically designed to distract the brain from feeling stress, anxiety and distractibility. Teachers are using their peace corners to help students

identify when they are becoming dysregulated, and then make the choice to self-regulate. All students have access to the peace corner when ever they are experience difficulty managing their emotions.

In an attempt to reduce conflicts while students are eating, the PBIS sought feedback from staff and students until there was agreement on what it looks like to be Respect, Responsibly and Safe. We plan to create a video that models students following the rules, and teachers doing the opposite. The information is also being used to create visual posters. Every teacher has agreed to show the video and review the rules with their students. Staff (including classified) is focusing on acknowledges students who follow the rules during lunch with Mustang Tickets. Tickets are drawn and names announced, and students get to pick from a prize box on a weekly basis.

Every month, we focus on a positive character trait, and students are acknowledged during our monthly student of the month assembly. We focus on a character trait, rather than academics or behavior so that every student has access to being selected a Student of the Month. We monitor the students across the years, to ensure that there is equitable representation of students with disabilities, attendance concerns and behavioral challenges.

Every classroom receives a weekly SEL lesson from one of our counselors and a monthly lesson from Project Cornerstone. Both SEL lesson and Project Cornerstone align with our school-wide initiative with the mission to create an environment where adults support and value all students, so they grow up feeling valued, respected, and known. Schools that participate in our programs with a community-wide commitment show improved academic achievement, fewer behavior referrals and more students reporting a positive and caring school climate.

### **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)

2,567

Site Formula Funds

### **Strategy/Activity 4**

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

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

All Students- SWD

#### **Strategy/Activity**

PBIS Committee includes Tier 2 practices and systems to provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start, or are at risk of being chronically absent. Students receive counseling to develop skills to address impulse control, anxiety and anger management. These supports include additional instruction for key social, emotional, and/or behavioral skills. An important outcome of Tier 2 interventions is to for students to be able to identify their feelings, and use the proper tools to self-regulate.

Restorative justice practices are implemented in lieu of suspensions when ever possible. The school counselor works with individual students and small groups to provide conflict resolution circles, outreach and support to families with attendance issues.

Our counselor runs Lunch Club on a regular basis. Students that need time to decompress, struggle with friendship, or need a break from the playground are invited to attend. Site funds are used to cover the cost of the materials, calming art projects.

### **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

Site Formula Funds

### **Strategy/Activity 5**

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

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

All Students, specifically Students with Disabilities

#### Strategy/Activity

PBIS Tier 3 team membership includes an administrator, a coach/behavior representative, and a behavioral specialist. It is designed to determine triggers and identify which supports are most likely to be useful for an individual student. It's an effective way to address highly disruptive behaviors that create barriers to learning and excluding students from social settings. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

A full-time counselor is also available to help students when issues arise and provide ongoing support to address areas of need.

Our students with disability have access to ongoing, wrap around counseling services with a clinician from ESS (Effective School Solutions), a multi-tiered approach to K-12 Mental Health Care which is funded through the district.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Multiple engaging, Standards Based, Enrichment Classes are integrated into the School Day to incentive students to attend school, develop self-confidence and learn to work collaboratively with other students.

1) This year, the district provided Henry Ford with a 0.75 FTE STEAM Teacher. The project-based lessons are designed to spark an interest in the arts and sciences at an early age. The classes offer students an opportunity to be creative, ask questions and work collaboratively. We plan to enhance our STEAM program using site funds to purchase items from district recommended materials from the STEAM List (Robotics Sets, Lego Education SPIKE Kits).

2) Every class gets at least one art lesson per month. Art in Action lessons are intentionally designed to introduce artists that enhance their understanding of each grade level's history standards.

Our PTA covers the cost of the materials, recruits and trains parent volunteers, and our site covers the cost of the license.

3) This year, Henry Ford has a full-time garden teacher. The teacher utilizes both our new outdoor classroom and our garden. Our PTA received a three-year grant and agreed to cover any additional costs. While working in the garden, students learn a range of topics, from soil composition and plant life cycles to food systems and animal, all of which connect to their grade level standards.

4) Every student in kindergarten - 5th grade will receive music lessons designed for their grade level on a weekly basis from Music for Minors. Site funds and PTA funds will cover the cost of this program.

**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)
11,644.75	Measure U
18,250	Parent-Teacher Association (PTA)
16,500	Parent-Teacher Association (PTA)
21,164	Measure U

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

Analysis of the Student Panorama Survey indicate there may be a disconnect between what staff considers a positive school environment and what student engagement looks like in the classroom, compared to what our students think. A survey will be created to specifically address questions on the survey that were rated the lowest. Questions will be designed to give students a chance to share specific feedback, as well as examples of what engagement and a positive climate look like to them.

We will use the results of the survey to inform next steps on our PBIS Team so that we can make the changes need to ensure all students are engaged and have a positive experience when they are at school.

We will also continue to hold Fun Fridays, which fall on the last Friday each month, as it was frequently listed under the "What Does the School Do Well" section of the survey. Site funds will be used to purchase materials and equipment.

### **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

Site Formula Funds

### **Strategy/Activity 8**

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

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

All Students

Strategy/Activity

Every grade level is provided with funds to attend a minimum of two field trips a year. All students in 5th grade are invited to attend Outdoor Ed. Funds are available for families that need extra 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)

20,000

Parent-Teacher Association (PTA)

6,677

D100

### **Strategy/Activity 9**

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

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

All Students

Strategy/Activity

Henry Ford will continue to maintain a partnership with Familias Unidas to engage and support our families 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)
2,000	Title I

**Strategy/Activity 10**

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

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

All Students
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**Strategy/Activity**

Henry Ford has traditionally hosted a number of family/community events each year that support academics and community building in an attempt to increase parent engagement and staff-parent relationships. Examples of such events include a Fall Festival and Pasta Dinner. PTA covers over the cost of rental and custodial support. Last year, we held our first Winter Concert, Family Dance and Variety Show. All events were free and highly attended. All three events will be held again this year.

In addition to family engagement events, parents are invited to Coffee with the Principal on a monthly basis. .

Based on the Family Panorama survey, a large percentage of our families are not joining school committees like committees or attending conferences. Similar to the student survey, we want to find out why and what we can do to increase participation.

Time will also be dedicated at PTA and ELAC meetings and at the Coffee with the Principal to discuss ideas for increasing parent participation with school clubs and volunteering in the classroom. We are hopeful that the new TB process, where parents can be cleared by our school nurse rather than having to visit a clinic twice to be tested, will help address this. We will also use site funds when needed to ensure there is someone available to translate at every event and meeting.

Henry Ford has struggled to create a thriving ELAC team. As such, we plan to us call our bilingual families and personally invite them to our ELAC meetings and other important 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)
0	None Specified

1,700

Parent-Teacher Association (PTA)

### Strategy/Activity 11

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

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

All Students

#### Strategy/Activity

The PE+ program allows for K-5 students to have access to a quality physical fitness program which benefits the whole child. Students in grades 1st- 5th receive 45 - 50 minutes of PE, two times a week and students in Kindergarten receive 30 minutes of PE twice a week.

#### 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)

8,000

Measure U

17,000

Parent-Teacher Association (PTA)

### Strategy/Activity 12

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

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

All Students

#### Strategy/Activity

School-based counseling will be made available through a full-time, onsite counselor as well as two part-time counselors contracted from One Life. Research shows that youth mental health has been negatively impacted by the pandemic and many students struggle with interpersonal skills, stress, and loss of instruction due to school closures. Counselors provide one on one and small group support to students who are referred via the MTSS process, as well as facilitate school wide mindfulness for one minute every morning. This year, counselors have agreed to teach an SEL lesson using Connections on a weekly or biweekly bases for every classroom.

#### 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)

24,000

Title I

### Strategy/Activity 13

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

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

All Students, specifically English Language Learners

#### Strategy/Activity

Data from the Panorama Student survey MTSS TOSA and will monitor daily student attendance rates. They will follow the RCSD Attendance and Student Engagement Process. This includes contacting parents by phone, holding re-engagement meetings and home visits as needed. We will provide all available resources to families that are struggling to get their child to school due to lack of consistent housing, transportation, school refusal or any other challenges. Parent Outreach will be used to assist in translation and phone calls when site staff is not available.

### **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)

8,000

D100

### **Strategy/Activity 14**

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

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

All Students

Strategy/Activity

Yard duty will be hired to ensure there is enough coverage on the yard at all times. This includes before school, recesses, lunch and dismissal and late pick-ups. Yard Duty staff will be included in our PBIS staff development whenever possible.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

15,000

Site Formula Funds

5,000

D100

### **Strategy/Activity 15**

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

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

All Students

Strategy/Activity

Henry Ford also offers a wide range of After School Enrichment Classes. The majority of the programs are free to all students. Classes range from Martial Arts, Cooking, Chess and Ukulele. We will also use site funds to pay staff to teach enrichment and intervention classes such as Girls on the Run, Art, Dance and Coding.

We will also use site funds to offer After School Homework Clubs and Small Group Intervention.



**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)
40,000	Measure U
0	None Specified

# Goals, Strategies, Expenditures and Annual Review

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

## Goal 2

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

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

### Identified Need

#### 2022-2023 Summative ELPAC

Grade Level	Overall Performance Level 22-23							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	7	5	7	1	35%	25%	35%	5%
Grade 1	11	7	6	2	42%	27%	23%	8%
Grade 2	6	12	9	1	21%	43%	32%	4%
Grade 3	2	5	7	2	13%	31%	44%	13%
Grade 4	7	8	8	4	26%	30%	30%	15%
Grade 5	7	9	14	3	21%	27%	42%	9%
All Grades	40	46	51	13	27%	31%	34%	9%

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

#### Reclassification

Grade Level	21-22				22-23				23-24
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	27	0	0%		17	0	0%		
Grade 1	36	3	8%		27	3	11%		
Grade 2	21	1	5%		31	6	19%		
Grade 3	32	5	16%		17	1	6%		
Grade 4	44	3	7%		26	6	23%		
Grade 5	32	4	13%		35	8	23%		
All Grades	192	16	8%	5%	153	24	16%	15%	20%

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

#### Long term English Learner (LTEL)

Grade Level	22-23			2023-2024
	# of EL	# of LTEL	% of LTEL	Target for 23-24
Grade 3	17	0	0%	
Grade 4	26	3	12%	
Grade 5	35	33	94%	
All Grades	153	36	24%	20%

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

### EL Level Growth

Grade Level	Percentage of students who increase at least 1 ELPAC level	
	21-22	22-23
Grade 1	59%	27%
Grade 2	38%	16%
Grade 3	45%	31%
Grade 4	59%	42%
Grade 5	68%	24%
All Grades	56%	27%

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

## Strategy/Activity 1

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

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

English Learners

### Strategy/Activity

Every English Learner (EL) student will receive Integrated ELD. Teachers will integrate ELD into their daily lessons. Teachers will monitor progress on a regular basis using ELPAC results and curriculum based assessments. There is no cost to this goal.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

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

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

## Long Term English Language Learners and SWD

### Strategy/Activity

Henry Ford Teachers will continue to use assessment data and the newly adopted supplemental ELD Curriculum to support Long-Term English Learners that are not making significant progress. Long Term English Language Learners receive small group, targeted instruction 45 minutes per day.

The MTSS process will be utilized to create individualized learning plans for LTELs that are not making expected progress towards reclassification.

### 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)

0

Source(s)

None Specified

### Strategy/Activity 3

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

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

Students with Disabilities

### Strategy/Activity

Release time will be provided for RSP and SLC teachers to meet with our Newcomer Teacher and Classroom Teachers to monitor progress and supports for students are both English learners and students with disabilities. ELD goals will be written into IEPs 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)

2,000

Source(s)

Title I

### Strategy/Activity 4

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

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

Newcomers, including EL's Level 1

### Strategy/Activity

Newcomers, students who have been in the country less than one year, receive small group instruction for 45 minutes a day from our Newcomer/ELD teacher, using district adopted materials (Benchmark Hello and Benchmark Rigor) as well daily, ongoing support in the classroom. Additionally, all upper grade newcomers will receive targeted phonics instruction during WIN.

Students will be assessed every 6 to 8 weeks and instruction will be adjusted depending on the results.

Henry Ford will use site funds to purchase a monthly subscription to Imagine Learning for every Newcomer or Level 1 EL as needed. Imagine Learning is an adaptive program designed to provide non-English speaking students access to their grade level ELA and Math standards. This program will be used to supplement instruction during centers or at home. Access to a computer and/or Wi-Fi will be provided to any newcomer or EL student, along with the parents, chose to supplement their child's classwork with Imagine Learning. Site funds will be used to support access to technology 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)
0	None Specified
17,000	Title I

### **Strategy/Activity 5**

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

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

All English Language Learners, including Students with Disabilities.

#### **Strategy/Activity**

Henry Ford's Newcomer Teacher will help staff created level ELD groups. During designated ELD, teachers will utilize Benchmark ELA and the newly adopted supplemental program, Language Power, once materials are delivered and staff has been trained.

Depending on availability, the Newcomer teacher will take a group during ELD (specifically our LTEL's who need specialized support). It is critical to include the Newcomer Teacher or an ELD Teacher into grade level designated ELD to create leveled groups and provided targeted instruction. The district is covering the cost of this position, and site funds used to cover the cost of substitutes to release teachers to analyze data and plan curriculum.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000	Title I

# Goals, Strategies, Expenditures and Annual Review

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

## Goal 3

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

Metrics: iReady (eventually CAASPP)

### Identified Need

#### iReady - Reading

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

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	74	49%				
Grade 1	71	42%	60%			
Grade 2	69	51%	60%	76	29%	
Grade 3	60	65%	60%	69	36%	
Grade 4	81	37%	40%	66	26%	
Grade 5	87	29%	35%	78	23%	
All Grades	442	44%		289	28%	35%

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	142	15%	20%	101	5%	10%
ELL - No	300	58%	55%	188	41%	46%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	65	18%	10%	14	7%	12%
Special Education - No	377	49%		275	29%	35%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	30	73%		18	50%	55%
Black or African American	*	*	50%	*	*	
Declined to State	*	*		*	*	
Hispanic/Latino	291	34%	45%	194	22%	27%
Native Hawaiian or Other Pacific Islander	*	*				
White	112	63%	60%	67	40%	45%

### iReady - Mathematics

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

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	73	40%				
Grade 1	72	31%	50%	55	15%	
Grade 2	71	37%	60%	65	17%	
Grade 3	59	53%	45%	69	19%	
Grade 4	82	40%	45%	67	24%	
Grade 5	88	30%	35%	78	19%	
All Grades	445	38%		334	19%	25%

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	143	16%		113	5%	10%
ELL - No	302	48%		221	26%	30%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	63	19%		14	0%	5%
Special Education - No	382	41%		320	20%	25%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	30	57%		19	58%	65%
Black or African American	*	*		*	*	

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Declined to State	*	*		*	*	
Hispanic/Latino	294	29%	35%	221	8%	15%
Native Hawaiian or Other Pacific Islander	*	*				
White	112	55%	60%	84	38%	45%

## CAASPP-Language Arts

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

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	76	37	49%	61	34	55%	55%	
Grade 4	89	29	33%	79	34	43%	55%	
Grade 5	73	17	23%	87	35	40%	40%	
All Grades	238	83	35%	227	103	45%	50%	55%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	92	11	12%	70	6	9%	20%	15%
ELL - No	146	72	50%	156	97	62%	60%	65%

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	52	3	6%	44	6	14%	10%	29%
SPED - No	186	80	43%	182	97	53%	50%	55%

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/ Latino	181	51	28%	165	65	39%	40%	44%
Native Hawaiian or	*	*	75%	*	*	*		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Other Pacific Islander								
Two or More Races	*	*	50%	*	*	*		
White	35	17	49%	41	25	61%	60%	65%

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	*	*	*	*	*	*		
Not Homeless	232	82	35%	223	103	46%		

## CAASPP-Math

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

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	79	38	48%	61	37	60%	55%	
Grade 4	91	20	22%	83	33	39%	55%	
Grade 5	76	6	8%	88	22	25%	30%	
All Grades	246	64	26%	232	92	40%	45%	50%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	100	9	9%	75	11	15%	20%	20%
ELL - No	146	55	38%	156	80	51%	45%	

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	52	5	10%	44	4	9%	15%	14%
SPED - No	194	59	31%	183	87	48%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/Latino	188	40	21%	166	55	33%	30%	35%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	*	*	*	*	*	*		
White	35	15	43%	41	27	66%	50%	

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	*	*	*	*	*	*		
Not Homeless	240	64	27%	224	91	41%		

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

## Strategy/Activity 1

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

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

All Students, specifically Students with Disabilities.

### Strategy/Activity

Teachers will continue to meet with the principal at least once per trimester as a grade level team to look at data and determine next steps. Approximately 16% of our students moved to grade level or above in math and 12% of our students moved to grade level or above in ELA based on the results of the spring, 2023 CAASPP Assessment.

The district has scheduled monthly super minimum days to provide staff development. Teachers will receive time and support to work on Goal Setting Conferences. Staff development will also be designed to support the roll-out of our newly adopted curriculum, Illustrative Math, Heggerty, Language Power, SIPPS as well as the new assessments.

One of the onsite professional development days that take place before school starts will be dedicated to students with disabilities. Every RSP/SLC teacher will be given time to meet with the teachers of every student on their caseload. The purpose of these meetings is to review the IEP and explaining exactly how each, individual student's disability impacts their learning. It is also an

opportunity for teachers to gain a deeper understanding of how the accommodations/modifications support each specific disability, ensuring that accommodations/modifications continue to be implemented in every general education classroom.

We will use site funds to hire a 0.5 FTE Curriculum Tosa, the other half of the position is Assistant Principal and is funded by the district. The Curriculum Tosa will support teachers with implementation of the new curriculum and assessment. She will also help monitor student academic data, support teachers in creating small groups, and serve as an integral member of our MTSS Team to ensure our students are receiving the support they need.

### **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)

65,000

Source(s)

Measure U

### **Strategy/Activity 2**

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

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

All Students, including Students with Disabilities.

#### Strategy/Activity

Henry Ford staff designates 30 minutes per day, three times a week, to provided small group targeted instruction. This block of time is called WIN which stands for "What I Need". Henry Ford designates 30 minutes a day, 3 days a week to provide targeted instruction for every student on campus. We have designated blocks of WIN based on grade level (Kinder, 1st - 2nd and 3rd -5th). Each WIN group is held after lunch, so there is no loss of instruction locating students and getting started.

We have modified our WIN program over the last two years based off of feedback and data. We learned that scheduling WIN by grade (rather than school-wide) dramatically increases the number of students who receive small group instruction. Our master schedule is designed so that every qualified staff is on campus and available to work with students during WIN. This includes having all Part-Time and Job-Share Resource Teachers work on same days. We have also come to learn that consistency is essential. As such, we do not schedule any interruptions during WIN (No Assemblies, PE, Library, Reading Buddies...).

This year, our WIN groups are designed using data collected from the BPST. Teachers refer students to WIN and our Assistant Principal and Reading Resource Specialist analyze the data to create small groups. Each group is working on the same phonics skill, and using materials designed to teach the skill. Every 6 weeks, students are re-assessed and either graduate out of WIN, or are placed in a new group to target a new goal.

If a student does not demonstrate growth on their specific phonics goal, teachers are able to use this data to determine if an SST is necessary.

Students who are not pulled during WIN, either stay with their classroom teacher, or a regrouped between the grade level team. This block of time provides the classroom teacher to provide targeted, small group instruction. Site funds to be used to purchase research based reading intervention materials and other resources needed to support targeted intervention.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5,000

Site Formula Funds

### **Strategy/Activity 3**

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

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

Students with Disabilities.

Strategy/Activity

This year, all of our SLC and RSP teachers have trained to use SIPPs. The curriculum includes an assessment that identifies the specific phonics challenges of each student, and the materials/resources to ensure growth in reading. Staff receives ongoing training throughout the year to support implementation.

Every teacher has been trained and is implementing, a new curriculum, Illustrative Math. The program is designed to build scaffolding into daily lessons. The curriculum is structured to ensure every student can access the instruction, including hands-on activities with multiple levels of entry. Our RSP teachers and instructional aides push into the classrooms to support students with their learning, as well as pull small groups to target IEP goals.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

None Specified

### **Strategy/Activity 4**

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

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

Students Reading Below Grade Level

Strategy/Activity

Reading resource teachers provide small group reading intervention for students that are two or more years below grade level. Students are referred to these support programs based on data and teacher referrals. Progress is monitored and students are exited as they move towards grade level. Henry Ford uses site funds to partnerships with Health Cities to provide after school 1:1 tutoring, after school intervention classes and homework 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)

10,000

Title I

### **Strategy/Activity 5**

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

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

All Students, including Students with Disabilities

#### Strategy/Activity

Every student utilizes iReady Math, and iReady ELA (adaptive learning programs) on a regular basis. Classroom teachers are provided grade level team staff development twice a year to support implementation and understanding of how to use data to support their instruction.

Additional online, adaptive learning programs are to be purchased by Henry Ford.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

D100

5,000

Measure U

### **Strategy/Activity 6**

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

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

All Students

#### Strategy/Activity

The Pedagogy of Confidence helps school leaders and teachers with the opportunity, guidance and voice to identify what practices they need that will help them build on student strengths and engage them in learning essential skills, content and strategies. POC gives teachers strategies that elicit students' strengths and interests while connecting learning directly with their experiences. These strategies are best learned by having students model and demonstrate class instruction to their

teachers with coaching from a POC mentor. The POC mentor is available on a weekly basis to provide real-time guidance on implementing best practices in their classrooms.

Henry Ford is now in its third year of implementation for grades 3rd - 5th, and year two for grades K - 2nd. Site funds will be used to cover the cost of substitutes, so teachers can observe the POC mentor while teaching grade level teams. Teachers will also be released to receive the POC mentors support unit planning with Benchmark at least three times.

### 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	Title I
0	None Specified
0	None Specified

### Strategy/Activity 7

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

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

All Students

#### Strategy/Activity

Each classroom is provided with a budget for classroom supplies. They are able to purchase and be reimbursed for materials they feel will best impact instruction. With approval, teachers may be reimbursed for additional supplies that support learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Site Formula Funds
10,000	Parent-Teacher Association (PTA)

### Strategy/Activity 8

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

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

All Students

#### Strategy/Activity

Every student will have access to a device. Students in grades Kindergarten - 1st grade are assigned an individual iPad for the school year, while students in grades 2nd - 5th grade use Chromebooks. Site funds will be used to maintain and repair classroom devices and teaching equipment such as Monitors and Doc Cameras. Henry Ford will also use site funds to purchase ink for the color printer.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
15,000	Measure U
2,500	Site Formula Funds

**Strategy/Activity 9**

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

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

All Students

Strategy/Activity

School funds to be used to cover the cost of two copy machines, maintenance, copy paper, construction and poster paper and classroom 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)
21,773	D100
20,000	Site Formula Funds

**Strategy/Activity 10**

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

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

All Students

Strategy/Activity

Every student has access to the school library. Classes are scheduled to visit the library on a weekly basis. The librarian reads each class with the goal of developing a love of reading in every student. Henry Ford evaluates books to ensure students have access to a diverse classroom library where they can learn about cultures or experiences other than their own, which promotes empathy and an understanding of the world around them. New library books for school library, with emphasis on books designed for older readers who are below grade level.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10,000	Measure U

# 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$419,590.75

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$64,815.00

Subtotal of additional federal funds included for this school: **\$64,815.00**

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

State or Local Programs	Allocation (\$)
D100	\$41,450.00
Measure U	\$175,808.75
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$83,450.00
Site Formula Funds	\$54,067.00

Subtotal of state or local funds included for this school: **\$354,775.75**

Total of federal, state, and/or local funds for this school: **\$419,590.75**

# 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
Jennifer Knopf	Principal
Sandra Covacha	Classroom Teacher
Steve Borg	Classroom Teacher
Amy Barstad	Classroom Teacher
Shaunna Ingersoll	Other School Staff
Mathew Moore	Parent or Community Member
Nicole Caldwell	Parent or Community Member
Nadia Nothelfer	Parent or Community Member
Carlo Contavalli	Parent or Community Member
Keeley Vega	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**



State Compensatory Education 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 September 26, 2023.

Attested:



Principal, Jennifer Knopf on September 26, 2023



SSC Chairperson, Matthew Moore on September 26 2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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