School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taft Community School	41-69005-6044598	October 17, 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)

X Schoolwide Program
X Additional Targeted Support and Improvement

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.

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Taft Community School 41-69005-6044598

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a schoolsite council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Taft school is a Title 1 school that receives federal monies and the actions and services align to the requirements for Title 1 expenditures. This SPSA has been developed with the SSC members and aligns with the District Mission, Beliefs and Goals.

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

Taft School 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 three main 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 one in the fall and one in the spring. Parents, staff and students participate in the survey. Results indicate that areas of strength for our kindergarten-5th grade students are positive: School Teacher Student Relationships was 72% favorable, Rigorous Expectations was 71% favorable, and School Belonging was 59% favorable. Areas of weakness for K-5 students include School Safety 47%, and School Engagement was 45%. Areas of strength for our parents were Academic Care 90% and area of weakness was Family Engagement 8%. These results were shared with our School Site Council, ELAC, and staff.

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 administrator visits classrooms monthly to observe the belief in the learner, classroom environment, academic instruction, and school-wide expectations with portions of the RCSD Learner Framework. Observations of teacher and student behavior have led to focused work with our Mental Health Specialist on school-wide Social Emotional Learning support for the learner. The school staff is implementing daily or weekly Social Emotional Learning to support students in their classrooms.

During the 2023-2024 School year for SEL, all classrooms will implement weekly community meeting as well as established routines that create positive climate in the classroom as well as have established Peace Corners. We have a PBIS committee that will meet monthly to engage teachers in next steps for lesson planning and to address concerns that are common theme throughout the school.

For Mathematics, we used the iReady Diagnostic Assessment to support the students as well as establishing Illustrative Math practices. Illustrative Math practices allow teachers to pull small group instruction to support all students. Students will do lessons on My Path in iReady to continue to move towards achieving grade level standards. Lessons will be done for a period of 45 minutes weekly within the classroom.

For Language Arts teachers are implementing CRLP practices to be able to pull students into targeted small-group instruction. Students will do lessons on My Path in iReady to continue to move towards achieving grade-level standards. Lessons will be done for a period of 45 minutes weekly within the classroom. The use of Heggerty for a systematic phonics approach for our English classes and Aprendo a Leer for K-2 Bilingual classes.

STEAM, Art, Music, and PE are being implemented regularly.

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)

Taft uses district-adopted assessments to modify instruction and improve student achievement including: IReady Diagnostic Assessment for reading and mathematics for 1st-5th grades, BPST reading assessment (K-5th grades), and resource specialists utilize the Qualitative Reading Inventory (QRI) to assess special education students.

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

In 2023-2024, data from reading and math assessments from IReady will be administered three times/year to monitor student progress. The staff will return to data collection every six week to eight weeks to progress monitor. A systematic plan for data analysis will ensure students have access to intervention levels 1, 2, and 3 as part of a comprehensive MTSS plan. This will include universal screenings for Math and ELA three times/year and a plan to utilize data to identify students who need more or less intensive supports and target supports as 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. This includes integrated units for K-5 as well as STEAM integration.

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

Taft has a dedicated STEAM teacher, Two Intervention Reading Specialist and three instructional assistant which support the bilingual first grade, K-3 English only classes, as well as 4th-5th grade classroom. Additionally, teachers are provided with STEAM planning times with teacher and administration support. For Social Emotional Learning teachers host weekly/daily community circles and do lessons to support problem solving strategies.

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

Grade level planning is provided weekly on Thursday during common planning time.

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 are as per district guidelines

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

Lesson pacing schedule and master schedule flexibility is as per district guidelines to ensure teachers are progressing through content. By the end of the year, students will have been exposed to targeted 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)

Taft uses SBE-adopted and standards-aligned instructional materials. Additionally, reading intervention teachers use evidence-based instructional using UFLI and resource specialists and special education teachers utilize additional evidence-based programs (ie: Barton) 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 Taft English learners (ELs) in either small group or whole class for all students until they reclassify. Newcomers are mainstreamed into general education for ELD, Math, and all extracurricular areas.
Taft also partnerships with Boys and Girls Club and PAL in the after school program to provide after school care for our students. Students are provided enrichment opportunities during the program.

We are partnering with College Advances Preparatory to provide math intervention after school two times a week for our fourth and fifth graders.

Our newcomers in third through fifth grade receive support with the newcomer teacher daily to support English literacy.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Taft School utilizes STEAM, Art, Music for 4th and 5th graders, and integrated units to raise student achievement.

Parental Engagement

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

The Taft School community including family, school, and district, offers multiple resources to assist under- achieving students including parent workshops for parents of students who attend the after school program. Community School Specialist is a laision who supports attendance and parent focused group through CSPP grant.

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)

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

Funding

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

Categorical funds provide services in the areas of STAR Vista counseling, technology tools, Positive Behavior Interventions and Supports (PBIS) education, support for integrated units and assistance for IEP (Individualized Education Plan) and SST (Student Success Team) meetings, and data analysis.

N/A

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Dashboard ATSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator		Suspension Indicator	
2021-2022 Dashboard	**2021-2022 Dashboard**	**2022-2023 Dashboard (projected)**	**2021-2022 Dashboard**	**2022-2023 Dashboard (projected)**
SWD (Very Low)	SWD (Very High) 53.7%	SWD (Very High) 38.5% Dashboard color: Yellow	SWD (Medium) 1.8%	SWD (Very High) 8.8% Dashboard color: Red

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.

Taft 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 Community School Specialist will monitor and track chronic absenteeism for Students with Disabilities. The MTSS TOSA and Community School Specialist will research daily student attendance rates and meet with parents of chronic absentees to formulate a plan for student to attend school. Home visits may be implemented as well. Students will be given incentives in order to help promote increased attendance. MTSS TOSA along with the Community School Specialist may do site visits for students who were on the chronic absentee list. Resources were offered in order to help the family make sure that the student attended school more regularly. Monthly recognition for attendance will be done.

Students with Disabilities have been disproportionally suspended due to dysregulation and inability to cope with their emotions thus leading to outbursts or inappropriate behavior. 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, buddy rooms, check-ins with administration, creation of a sensory room with items for self-regulation. 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, teachers have trained in SIPPs to improve phonics, and for math, teachers have been trained in the new curriculum, Illustrative Math that has scaffolding built into its daily lessons.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

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

Identified Need

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	21-22	22-23	23-24
American Indian or Alaskan Native		0	0
Asian	2	3	4
Black or African American	4	2	3
Decline to state		1	0
Filipino	1	2	2
Hispanic/Latino	306	332	318
Native Hawaiian or Other Pacific Islander	3	1	3
Two or More Races	1	5	6
White	8	8	10
	326	354	346

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	21-22	22-23	23-24
Kindergarten	51	68	67
Grade 1	43	50	50
Grade 2	67	44	49
Grade3	58	78	43
Grade 4	53	61	73
Grade 5	54	53	64
Total Enrollment	326	354	346

Chronic Absenteeism

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%		
Black or African American	*	*		
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	112	29%	33%	31%
Native Hawaiian or Other Pacific Islander	*	*		
Two or More Races	*	*		
White	6	50%		
Total	123	30%		

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	34	41%		
Grade 1	23	37%		
Grade 2	13	25%		
Grade 3	18	21%	39%	27%
Grade 4	19	28%	31%	23%
Grade 5	16	25%	34%	29%
Total	123	30%		

Suspension

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%		
Black or African American	*	*		
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	5	1%	0%	1%
Native Hawaiian or Other Pacific Islander	0	0%		
Two or More Races	0	0%		

White	1	9%		
Total	7	2%		

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

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

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

All Students

Strategy/Activity

Implement teacher collaboration time and planning time on minimum day Thursdays or site funded teacher release time to progress monitor, review assessment data for ELA and Math and planning for accelerating student learning. This will include discussing topics on reading and math assessments, standard driven unit implementation and teacher trainings to benefit improvement and data analysis of next steps in instruction. District Staff Development staff will meet with K-5 grade teachers to support and coach. Four data analysis days will be implemented throughout the year and led by administrator and district funded site coach.

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)
3,000.00	Site Improvement Funds
3,000.00	Measure U
10,000.00	Title I

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

Socioeconomically Disadvantaged and Students with Disabilities

Strategy/Activity

Chronic absences and tardies will be followed up monthly through phone call, SSTs, and parent conference. All parents will be required to check in to the office and classroom to before any medical appointments. Students will return to school after any medical appointments. Community School Specialist and TOSA will oversee this work, they will communicate and conference with families. MTSS TOSA Will provide attendance incentives for students who are not attending school regularly. TOSA will meet with students and set goals with families and students in order to support families.

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)
1,000.00	Title I
0	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to add supplemental technology devices and resources for the 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)
4,000.00	Site Formula Funds
17,366.54	Measure U
7,000.00	Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MTSS Leadership team will review data from iReady, PBIS, BTSP, and Math at monthly leadership meetings to identify school needs, create a plan to implement in areas of needs. These plans will be shared out at monthly staff meetings.

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)
4,510.00	Title I
3,000.00	Site Formula Funds
0	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Teachers will meet and collaborate with Resource Specialist to monitor progress of Students with Disabilities and align instruction to meet individualized student goals and after school SST's. As well as purchase materials to differentiate learning for identified students.

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

Amount(s)	Source(s)
828.00	Site Formula Funds

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

Library Books are needed to support the reading and interests of our diverse student population by augmenting our library collection and adding Spanish Multi-cultural selection. Reading Incentives with books to be utilized in trimester based reading celebrations with school principal, librarian and FSC coordinator for recognition of students who make progress with their reading goals in the area of comprehension throughout the school year in grades K-5.

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

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

| 3,000.00 | 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

| Books, supplies and other material to support all classrooms, including copy cost and materials to support student learning as well as postage for sending out mail to families. Support purchases for individualized classroom materials that are not purchased through a PO. |

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)
15,690.00	D100
13,800	Site Formula Funds
2,000.00	Donations

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

| Principal will provide coaching to teachers in order to support student outcomes. Opportunities for teachers to observe other with administrator to align school vision. |

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)
3,000.00	Donations

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

| Support students who are unable to pay to attend the Outdoor Education Fifth grade field trip and pay for teacher stipends for the 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)
10,000.00	Measure U
10,000.00	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

Strategy/Activity

Community school provides safety nets and resources for families

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

Amount(s)	Source(s)
25,000	Title I
	None Specified

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fifty percent STEAM Teacher to collaborate and plan with teachers lessons to integrate STEAM lessons in the 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)
55,029.88	Donations
	None Specified

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

TOSA will support school in monitoring attendance and outreach to families, overseeing the Student Study Team, as well as supporting the Wellness Team.

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 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fund field trips in the areas of Science, Social Studies, Technology, and Art in order to provide enrichment opportunities for students. Fees for entrance and cost of busses will be covered.

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)
5,000.00	Measure U
10,000.00	Title I

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

Inform parents of community resources available to them for recreation, education, and social services: Community Fair, parent education nights, food distribution, math assistance and how to volunteer in the classroom. Pay for teachers and classified personnel to assist. Halloween parade and Pancake Breakfast held to encourage community participation. Facilities/Custodians support these 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)

3,000.00	Site Formula Funds

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students identified for services

Strategy/Activity

County Mental Health support (STAR Vista) counselor will support at risk students in addition to Taft Mental Health Liason and One life.

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)
6,000.00	Title I
1,360.00	Site Formula Funds
15,760.00	Donations
	LCFF - Supplemental

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide child care for Parent Engagement workshops as well as morning care for students who are bussed.

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)
3,000.00	Title I
	None Specified

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS Team of Teachers will continue revisiting and reintroducing PBIS elements during the 2023-2024 School Year in collaboration with Santa Clara Office of Education. Teachers will continue to implement a Peace Corner in their classrooms and practice a daily five minute routine for circle time for social-emotional practices. Materials will be purchased to support the peace corner. Lead Mental Health Counselor will support with the implementation of Social Emotional Learning lessons that will be conducted in all classrooms.

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)
5,000.00	Title I
1,000.00	Site Formula Funds
	None Specified

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School-wide Reading Incentives will be given to help support reading growth. We will monitor student growth each semester and provide incentives or prizes for students who achieving their goals and who are making growth in school wide assessments.

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

Amount(s)	Source(s)
7,000.00	Title I
2,000.00	Site Formula Funds
2,000.00	Measure U

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PE Plus program during the 2023-2024 School Year. PE will be offered to students in grades K-5 taught by qualified personnel.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,256.46	Measure U

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Certificated staff member will oversee the MTSS team including the RTI process 1 or 2 days per month. Principal, Vice Principal and School Psychologist will administer all IEP and SST meetings. (Monitor attendance, social emotional, IEP's/ SST's and interventions)

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 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional learning experiences that build on student strengths so that all teachers believe that all students have the capacity for high intellectual performance using specific strategies to engage learners from across the diverse groups. Monthly faculty meeting will focus on culturally responsive teaching techniques, monthly character traits that are taught and discussed at daily circle meetings. Purchase of literature books that focus on character education to support social emotional growth for students.

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

Amount(s)	Source(s)
	None Specified
5,000.00	Donations

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide Interpretation support for parent conferences.

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)
1,000.00	Site Formula Funds

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide yard supervisor coverage during lunch time to assure that students are being well supervised during lunch recess.

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)
5,000.00	Site Formula Funds

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide 12 art lessons through "Art4All" program. Students will study visual arts regularly during the school day to build and strengthen their achievement in academics, problem solving, communication skills, creativity, self-expression and build confidence in themselves.

Music for minors for TK-2 student

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)

27,660.	Measure U
	None Specified

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Science/Social Studies/ SEL Assemblies either virtual or in person in order to provide Interactive and motivational lessons that promote and develop their values, build interest in curricular activities as well as provide opportunities for students to learn through a different experience.

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)
2,000.00	Site Formula Funds
3,000.00	Measure U
5,000.00	Title I

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Social Disadvantages, SWD

Strategy/Activity

Support the implementation of MTSS meeting to develop plan to intervene early for students to catch up, screen students for academic and behavior challenges.

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 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase materials for SEL such as books and items for Peace Corner.

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)
5,000.00	Title I
1,000.00	Site Formula Funds
2,000.00	Measure U

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase or renew technology apps to support student learning in ELA, ELD, and Math to differentiate and extend learning on iPads and Chrome books. Programs such as Learning A-Z for 4th & 5th gr., Word their Ways for English Learners.

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

Amount(s)	Source(s)
3,000.00	Title I
1,000.00	Site Formula Funds
	None Specified

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase Physical Education Materials for students to use on the playground at recess, Educational resources and supplies that are needed to support student 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)
1,000.00	Site Formula Funds

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. For Students with Disabilities, teachers and RSP teachers will collaborate regularly to identify learning targets that will support growth in English language development and proficiency.

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	16	29	8	0	30%	55%	15%	0%
Grade 1	16	19	4	0	41%	49%	10%	0%
Grade 2	12	13	10	0	34%	37%	29%	0%
Grade 3	18	18	9	5	36%	36%	18%	10%
Grade 4	7	8	15	10	18%	20%	38%	25%
Grade 5	7	12	6	11	19%	33%	17%	31%
All Grades	76	99	52	26	30%	39%	21%	10%

* 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	35	0	0%		42	0	0%	5%	5%
Grade 1	27	1	4%		33	6	18%	2%	3%
Grade 2	50	3	6%		31	0	0%		
Grade 3	40	2	5%		54	4	7%		
Grade 4	33	1	3%	5%	37	4	11%	5%	5%
Grade 5	36	3	8%	5%	31	4	13%	5%	5%
All Grades	221	10	5%		228	18	8%		

* 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	54	0	0%	
Grade 4	37	3	8%	0%
Grade 5	31	24	77%	75%
All Grades	228	27	12%	11%

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	15%	0%
Grade 2	54%	29%
Grade 3	32%	39%
Grade 4	52%	81%
Grade 5	48%	64%
All Grades	43%	44%

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

Teachers will collaborate to refine standard base integrated ELD and district units, with support from the staff development team and STEAM coach to integrate a focus on STEAM and high operational science practices.

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

Amount(s)

0

Source(s)

None Specified

| 0 | None Specified |

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

| English Learners |

Strategy/Activity

| Emphasis on Integrated ELD will continue during the 23-24 School Year.
Teachers will provide all ELs with integrated English language development (ELD) throughout the day using the new supplemental curriculum Language Power. Teachers will receive training by ELD coaches and trainers for Integrated ELD instruction. Usage of new supplemental curriculum called Language Power for Designated ELD will begin as soon as possible. ELs at ELPAC levels 1-3 will receive specialized instruction during a daily block of time for designated ELD. |

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All students |

Strategy/Activity

| BPST Assessment substitutes for the 2023-2024 School Year. Substitute costs for grades K- 5, to include an English Assessment Day for all classrooms. |

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)
3,000.00	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 |

Strategy/Activity

| Purchase of materials be utilized in all classrooms to provide enrichment opportunities for all K-5 and to support the SEAL and STEAM initiatives. |

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)
2,000.00	Measure U
5,000.00	Site Formula Funds
5,000.00	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELs at ELPAC Levels 1-3 will receive specialized instruction during a daily block of time for Designated English Language Development.

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)

English Learners

Strategy/Activity

Provide extra academic support for second and third grade students scoring at 2-3 years below on Iready Mathematics, based on assessed needs—homework/tutoring center, after-school program (standards- based science, extra homework help). Train after school support staff in school wide strategies.

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Schools will use the research-based Reading Intervention Program for students who are more than 2 grade levels behind in reading, explicitly highlighting the strategies specific to ELs.

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal will implement teacher collaboration time and planning time on minimum day Thursdays so teachers can discuss best practices when working with English Learners through Professional Learning Communities.

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 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners- SWD

Strategy/Activity

Ensure that the Designated ELD classes include intellectual rigor in lessons that are grade specific, an academic English focus from content areas, extended language interaction, a focus on meaning, a focus on forms of language and include formative assessment practices.

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

Amount(s)   Source(s)

Strategy/Activity 10

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

English Learner

Strategy/Activity

Monitor each trimester English Learner progress using the District Adopted EL Continuum found on the report cards.

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 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Monitor the progress of the Reclassified students for at least two years using the Reclassification Monitoring Form on the Report Card.

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 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Additional support for Long-Term English Learners through targeted instruction during the school day or as part of an after school program will be provided.

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 13

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

English Learner

Strategy/Activity

Newcomers receive extra daily support for English Language Development in order to develop their English skills for 3rd-5th grade students.

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

Amount(s)   Source(s)

District Funded

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers in K-3 who need integrated unit training will receiving coaching from district staff in order to implement targeted strategies for English Learners.

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

Amount(s)   Source(s)

District Funded

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 including students with disabilities 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	26	35%				
Grade 1	17	18%				
Grade 2	26	0%		46	7%	8%
Grade 3	72	24%	25%	38	11%	12%
Grade 4	65	26%	25%	72	6%	7%
Grade 5	60	28%		62	10%	11%
All Grades	266	24%		218	8%	9%

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	169	9%	16%	140	2%	3%
ELL - No	97	49%		78	18%	19%

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	43	9%	9%	14	0%	1%
Special Education - No	223	26%		204	8%	8%

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	*	*		*	*	35%
Black or African American	*	*	100%	*	*	50%
Declined to State	*	*		0		
Hispanic/Latino	245	22%	25%	203	6%	7%
Native Hawaiian or Other Pacific Islander	*	*		*	*	
White	*	*	35%	8	38%	40%

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	47	26%				
Grade 1	41	15%		45	0%	1%
Grade 2	38	18%		46	9%	10%
Grade 3	67	7%	25%	38	3%	4%
Grade 4	64	16%	25%	72	3%	4%
Grade 5	58	22%	25%	55	5%	6%
All Grades	315	17%		256	4%	5%

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	203	9%	15%	168	2%	3%
ELL - No	111	32%		88	8%	9%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	42	5%	7%	14	0%	1%
Special Education - No	273	19%		242	4%	4%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	*	*		*	*	1%
Black or African American	*	*	100%	*	*	1%

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	*	*		0		
Hispanic/Latino	294	16%	23%	237	4%	5%
Native Hawaiian or Other Pacific Islander	*	*		*	*	
White	*	*	24%	10	10%	11%

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	53	8	15%	67	7	10%	10%	11%
Grade 4	51	17	33%	61	17	27%	17%	18%
Grade 5	50	11	22%	56	20	35%	15%	16%
All Grades	154	36	23%	184	44	24%		

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	94	8	8%	106	11	10%	12%	13%
ELL - No	60	28	46%	78	33	42%		

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	24	0	0%	35	2	6%	1%	2%
SPED - No	130	36	28%	149	42	28%		

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	*	*	*	173	40	23%	15%	16%
Native Hawaiian or				*	*	*		

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	*	*	*					
White	*	*	*	5	1	20%	35%	36%

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	*	*	*	*	*	*	25%	26%
Not Homeless	147	34	23%	178	42	24%	20%	21%

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	54	9	17%	75	11	14%	10%	11%
Grade 4	52	10	19%	66	11	19%	19%	20%
Grade 5	50	5	10%	62	10	16%	20%	21%
All Grades	156	24	15%	203	34	17%		

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	96	9	9%	125	9	7%	10%	11%
ELL - No	60	15	25%	78	25	32%		

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	24	1	4%	35	1	3%	5%	5%
SPED - No	132	23	18%	152	33	22%		

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	*	*	*	*	*	*	100%	100%
Filipino				*	*	*		
Hispanic/ Latino	147	23	16%	176	30	17%	17%	18%
Native Hawaiian or Other Pacific Islander				*	*	*		
Two or More Races	*	*	*					
White	*	*	*	5	2	40%		

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	*	*	*	*	*	*	17%	17%
Not Homeless	149	23	15%	181	33	18%	10%	11%

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 including Students With Disabilities

Strategy/Activity

Begin school wide implementation of CRLP and Illustrative math strategies for both ELA and Math in grades K-5. New teachers would be provided training as needed. Teachers will have targeted reading and math group instruction to provide for all students as part of their daily ELA block. Special education teachers are receiving training on SIPPs which a phonics-based curriculum geared toward improving academic performance for students with disabilities.

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

Amount(s)	Source(s)
1,500.00	Title I

	None Specified

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

All Students

Strategy/Activity

One hundred percent Literacy Teacher that will work with K-2 to support reading intervention.Teachers will provide daily targeted reading instruction.

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

Amount(s)	Source(s)
150,000.00	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Provide six hour bilingual Instructional Assistant to support intensive and strategic students who are below standard in Math and Reading.

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

Amount(s)	Source(s)
	None Specified
	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will attend STEAM or Integrated Unit training on Early Language Acquisition for grades K-3 if needed. Substitute release time for teacher planning purposes will be allocated.

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)
1,500.00	Title I
	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Set academic goals for students with parents at the first conference, monitor progress toward the goals throughout the year, discuss progress at the second conference, and as needed during the year

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

Amount(s)	Source(s)

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

Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in use of mathematical strategies. Allow teachers to attend conferences to further their academic strategies in ELA, Math, STEAM, or ELD.

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

Amount(s)	Source(s)
3,000.00	Title I
1,000.00	Measure U
1,000.00	Donations

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

"Coffee Meetings" with parents to inform them of how to support their children in working to mastery of grade-level standards

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically Disadvantaged, and Latino Students

Strategy/Activity

One hundred percent Bilingual Reading / Math Specialist teacher will address reading intervention during the instructional day. Teacher will work with students who are in the Bilingual program who are identified as students who are 1-2 years behind in reading as well as push or pull out program to support 1st-5th graders in Mathematics or Reading who are struggling.

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)
	Title I
	None Specified
100,000	Donations

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically Disadvantaged, and Latino Students

Strategy/Activity

Two Instructional Assistants to reduce teacher student ratio in the English classrooms for K-3 as well as 4th-5th grade. Instructional assistant will work to provide opportunities for more one-on-one or small group instructional time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase book bags, and guided reading material and math manipulative to support small group instruction

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

Amount(s)	Source(s)
1,000.00	Title I
	None Specified

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Latinos, Socieconomically Disadvantaged

Strategy/Activity

After school Intervention for identified students who are not meeting benchmarks and are 2-3 years behind in Language Arts and Mathematics.
College Preparatory Advisory Math tutoring

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)
4,000.00	Title I
4,000.00	Site Formula Funds
2,000.00	Measure U
	None Specified

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

Provide training for parents in order to support their students in Reading and Mathematics. Purchase materials that are needed in order to do training.

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

Amount(s)	Source(s)
8,000.00	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

Strategy/Activity

Teachers will progress monitor students in Reading, Math, and ELD to support students learning. They will set target goals with specific students and monitor their progress. Data meetings will occur 3-4 times per year and sub will be provided so teachers can meet with administration.

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)
2,000.00	Title I
2,000.00	Measure U

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Resource specialists have push-in/pull-out schedule that allow for alignment and support in the general education learning environment.

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)

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	$74,460.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$626,260.88

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	$127,510.00

Subtotal of additional federal funds included for this school: $127,510.00

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	$15,690.00
District Funded	$150,000.00
Donations	$181,789.88
Measure U	$96,283.00
None Specified	$0.00
Site Formula Funds	$51,988.00
Site Improvement Funds	$3,000.00

Subtotal of state or local funds included for this school: $498,750.88

Total of federal, state, and/or local funds for this school: $626,260.88

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
David Camarena	Principal
Melissa Lopez	Classroom Teacher
Paul Torres	Classroom Teacher
Denise Gil	Classroom Teacher
Jennifer C Torres	Other School Staff
Rick Soriano	Parent or Community Member
Blanca Madrigal	Parent or Community Member
Florence Ortiz	Parent or Community Member
Jade Martinez	Parent or Community Member
Fabiola Kerfoot	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership 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 10/17/2023.

Attested:

	Principal, David Camarena on Oct. 17, 2023
	SSC Chairperson, Rick Soriano on Oct 17, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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