

# 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
North Star Academy	41-69005-6115026	May 24, 2024	June 5, 2024

## Purpose and Description

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

Schoolwide Program

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.

North Star Academy Site Plan directly connects to the Redwood City School District LCAP. There are three main goals addressed:

- 1) By June of 2025, 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 2025, 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 2025, 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.

North Star has detailed actions and services that align with 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).

The Climate Survey is administered twice a year in the fall and spring to all stakeholder groups. The fall '23 climate survey had an overall student response rate of 52.8% and 151 family responses. The spring '24 climate survey had an overall student response rate of 78.4% and 96 family responses.

Elementary (3rd-5th grades) responses and middle school (6th-8th grades) responses, decreased from fall '23 by significant amounts in school belonging, school engagement, school rigorous expectations, school teacher - student relationships.

School Belonging dropped 5% in 3rd-5th (originally 64%) and 7% in 6th-8th (originally 39%).

School Engagement dropped 7% in 3rd-5th (originally 56%) and 14% in 6th-8th (originally 35%).

School Rigorous Expectations dropped 2% in 3rd-5th (originally 77%) and 8% in 6th-8th (originally 73%).

School Teachers - Student Relationships dropped 9% in 3rd-5th (originally 72%) and 15% in 6th-8th (originally 60%).

In the Staff Climate Survey, Staff-Leadership Relationships increased 4% from spring '23 to spring '24 (Originally 84%). However, Cultural Awareness and Action decreased 12% (originally 51%)

In the family survey, School Climate, School Safety, and Cultural Awareness and Action all increased 5% from the fall '23 survey. School Climate was originally 72%, School Safety was originally 78%, and Cultural Awareness and Action was originally 50%. Family Engagement decreased 2% (originally 27%) and Academic Care decreased 6% (originally 91%).

## 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 Admin (principal, assistant principal, teacher coach) walkthrough classrooms weekly for informal observations of instructional practices, classroom environment, implementation of curriculum. Admin also observe the implementation and engagement of site or parent club provided programs and procedures. Observations during classroom walkthroughs has led to reflective sessions with the staff and site leadership team to determine necessary areas of focus for continuing staff development. Findings include, strengthening Tier One instructional practices and rigor- including grade level planning and analysis of curriculum and supplemental materials, a need for a school-wide Social Emotional Learning curriculum to strengthen common language and support for students, and school wide positive behavior strategies to increase engagement and belonging.

## 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)

North Star uses state and district adopted assessments to modify instruction and improve student achievement including SBAC, iReady, and Math IAB.

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

We used data from reading assessments, three times a year, as well as IAB's to monitor student progress, and to place students into small groups for systematic instruction of topics which they were not grasping. For our math placement and monitoring, we utilized CPM's common assessments, and SBAC results. Teachers met to evaluate and group students according to needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District 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. Grade level planning and/or cluster planning occurs is provided weekly and on early release days on Thursdays as per District calendar.

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

North Star's Teacher Coach provides weekly instructional/planning support for teachers, as needed throughout the year. Additionally, teachers are provided with acceleration method planning days with teacher and administration support. Counseling staff members provide ongoing support for Social Emotional Learning in all classes, supporting staff in implementing peace corner, community circles and doing 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 and/or cluster planning is provided weekly during prep periods as well as monthly and early release days on Thursdays as per District calendar.

## 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)

Adherence to recommended instructional minutes for reading/language arts and mathematics are as per district guidelines.

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)

North Star uses SBE-adopted and standards-aligned instructional materials. Additionally, reading intervention teachers use evidence-based instructional materials 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)

Students who are underperforming are pulled into small groups, as need based on assessments and given small group instruction during PE time, after school, and within the structure of the content class.

Evidence-based educational practices to raise student achievement

Teachers are well versed with their curricular materials and have prepared lesson plans that do not waste instructional minutes. Lessons are scaffolded and differentiated to meet all learners needs in order to meet performance goals.

## Parental Engagement

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

The North Star Community including family, school, district, and community offers resources to support students who are underachieving, including support from after school homework club which provides content as well as executive functioning support, science nights, district parent education events, technology devices and software applications, and additional support from our Parent Club.

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)

North Star has a School Site Council that is comprised of 3 teachers and 5 elected parents. Each parent serves a two year term. We discuss ELAC concerns within the Site Council Meeting as well as representation from the Superintendent Advisory Council. The Classified representative fell through for the 23-24 school year; the position will be reinstated for the 24-25 school year.

### Funding

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

North Star does not receive categorical funds as it is not a Title I school.

Fiscal support (EPC)

State and federal funds are supplemented by local parcel tax and PTO funds.

# 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 is 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 SSC 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(10) (e.g. 1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community members.)

## Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator	Suspension Indicator
2022-2023 Dashboard	2022-2023 Dashboard	2022-2023 Dashboard

### 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.

N/A

# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate

By June of 2025, every student in the RCSD will receive 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2025, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Metrics: Enrollment, chronic absenteeism, suspensions

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2023, North Star's English Language Arts (ELA) was in the overall "Very High" performance category and saw a 5.5 point increase. Three of the nine student groups, Hispanic, Two or More Races, and Socioeconomically Disadvantaged scored in the "High" performance category. All others scored "Very High". The 2023 Mathematics scores were also in the "Very High" category and maintained a similar score (within 2.3 points). Only one student group, Hispanic, scored in the "High" performance category, all others scored "Very High".

The English Language Arts scores, with three student groups in the "High" performance range indicate a need to examine our Tier One ELA practices and interventions. Our Math scores indicate a more robust plan needed to support our Hispanic students in the area of Math. Although our English Learner subgroup is not reported on specifically, we recognize this subgroup will benefit from being included in our work to plan for student support. The student groups who scored in the "Very High" performance category require instructional strategies that ensure they maintain their currently level of understanding and depth of knowledge.

## 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	0
Asian	107	109	82
Black or African American	0	0	0
Decline to state		0	0
Filipino	8	11	4
Hispanic/Latino	66	63	74
Native Hawaiian or Other Pacific Islander	2	1	1
Two or More Races	67	76	105
White	259	259	262
	511	519	528

### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	21-22	22-23	23-24
Grade3	86	86	89
Grade 4	86	88	90
Grade 5	85	90	90
Grade 6	86	82	89
Grade 7	87	85	84
Grade 8	81	88	85
Total Enrollment	511	519	528

### Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
American Indian or Alaskan Native			0	
Asian	1	1%	0	
Black or African American			0	
Filipino			0	
Declined to State			0	
Hispanic or Latino	3	4%	2%	2%
Native Hawaiian or Other Pacific Islander			0	
Two or More Races	3	3%	0	1%

White	14	5%	3%	3%
Total	21	4%	0	2%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 3	4	4%	3%	2%
Grade 4	2	2%	3%	1%
Grade 5	3	3%	3%	1%
Grade 6	5	6%	3%	4%
Grade 7	3	4%	3%	2%
Grade 8	4	5%	3%	3%
Total	21	4%	3%	2%

## Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Asian			0%	
Black or African American			0%	
Filipino			0%	
Declined to State			0%	
Hispanic or Latino			1%	0%
Native Hawaiian or Other Pacific Islander			0%	
Two or More Races			0%	
White			0%	
Total			2%	1%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 3			0	
Grade 4			0	
Grade 5			0	
Grade 6			0	
Grade 7			3%	1%
Grade 8			1%	1%
Total			0	1%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS supports and services that include running the SST and 504 process, meeting with individual students, running small groups specified by student need, facilitating the site attendance team and engagement efforts, parent communication and support as well as other duties assigned as needed.	Tier I and Tier II supports	District Funded
1.2	One life counselor will support at risk students in addition to County Mental Health support for children who qualify for services.	Tier II and Tier III Students identified for services.	49,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.3	Mental Health Therapists will be on-site to provide support principally directed towards unduplicated students.	All Students	District Funded
1.5	The Multi-Tiered System of Support (MTSS) framework, tiers and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan.	All Students	
1.6	Part-Time Teacher of Special Assignment to plan and implement school wide PBIS initiatives such as student clubs and Social Emotional Learning (SEL) program. Wayfinder, an Social Emotional Learning curriculum, (with online component) will be utilized to teach students social emotional skills and strategies for social interactions.	All Students Grade 3-8	38,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.7	Society of Scholars (PBIS- Positive Behavioral Interventions and Support).	All Students	None Specified
1.8	Admissions cost for testing of students with the CoGAT 7 on-line format.	Students applying to North Star	5,000 Site Formula Funds  10,000 District Funded
1.9	Assemblies	Building community	5,000 Site Formula Funds
1.10	Full time PE program, run by PE+, will be provided at the 3-8 site to ensure access to regular PE instruction for unduplicated students.	All Students	27,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

<b>1.12</b>	Field Trips and transportation provided to supplement the curriculum and provide off-site, real-time, real-life learning opportunities for all students.	All Students	62,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
<b>1.13</b>	Enrichment activities, materials, fees, and trips will be provided for all students to enhance the school wide enrichment program which allows students to engage in learning around a topic of their choosing.	All Students	75,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
<b>1.15</b>	Music is provided for all 3rd - 8th grade students during the school day. North Star will have one half-time teacher for grades 5th-8th and a 3rd-4th grade music teacher one day a week. All 3rd and 4th grade students will participate in music, 5th -8th grade students will have the option of participating in this program. Instruments and materials will be provided to all students according to inventory.	All Student	61,193 Prop. 28  16,346 Measure U
<b>1.16</b>	Subscription Services will be provided to support/enhance the grade level content and provide students the ability to express their learning through different platforms.	All Students	10,000 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learners

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. By June of 2025, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

North Star's students who are classified as English Learners (EL) are all currently in grades third through fifth. This student group is not large enough to be reported on our School Dashboard for privacy reasons. We can use our Spring 2024 Climate Survey data to look for trends and areas of needs. On the Climate Survey Data from Spring of 2024 North Star's EL 3rd-5th grade students rank the survey categories in the following order (from highest to lowest category): School Rigorous Expectations (80%), School Belonging (80%), School Climate (79%), School Teacher-Student Relationships (75%), School Safety (63%) which is less than the school wide score of 68%, and School Engagement (62%). The overall responses for School Safety are not reported in subgroups, but the data provided does indicate a need to provide more explicit instruction around cultural inclusiveness and respect. The School Engagement results indicate a need to identify and implement ways to strengthen student (and family) involvement and education. There is a plan for parent involvement and education, including the sharing of program goals and structure with families. The program ensures that effective, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year. A parent involvement policy, a parent handbook and a school-parent compact is on file at the school office and provided to each family annually.

### 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
Grade 3	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

\* 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	22-23				23-24				24-25
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Grade 3	5	2	40%		9	1	11%	40%	50%
Grade 4	1	1	100%		4	2	50%	40%	50%
Grade 5	0	0	0%						
Grade 6	0	0	0%						
Grade 7	0	0	0%						
Grade 8	0	0	0%						
All Grades	6	3	50%		13	3	23%	50%	50%

\* 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	23-24			2023-2024	2024-2025
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 3	8	0	0%	0%	0%
Grade 4	2	0	0%		0%
All Grades	10	0	0%	0%	0%

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 3	100%	75%
All Grades	100%	75%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Grade level teams will work to identify EL students who are not making growth on ELPAC and develop an individualized learning plan based on students' needs.	EL Students	
2.2	Designated ELD will be taught in small groups to allow for intervention in real-time as needed.	EL Students	
2.3	After School Homework Support Center (Targeting EL Students) will be provided to ensure academic progress monitoring, regular academic intervention	EL Students	15,000 Measure U

	and support, and intentional support for English Learners.		
<b>2.4</b>	Outreach to families to educate and encourage EL students about the application process, and work towards fostering a welcoming environment so that all who qualify during universal testing strongly consider the option of attending.	Unidentified Gifted Students in the Bay Side Community	

# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academics

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3) By June of 2025, 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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

N/A

### iReady - Reading

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 3	91	95%	70%	97%
Grade 4	90	93%	85%	95%
Grade 5	91	96%	94%	97%
Grade 6	84	99%	96%	99%
Grade 7	83	96%	95%	98%
Grade 8	82	93%	94%	95%
All Grades	521	95%	90%	97%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	10	50%	35%	75%
ELL - No	511	96%	80%	98%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	44	93%	86%	95%
Special Education - No	477	95%	90%	97%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	98	98%	97%	98%
Hispanic/Latino	72	88%	77%	90%
Native Hawaiian or Other Pacific Islander	1	100%		98%
White	262	96%	90%	98%

### iReady - Mathematics

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 3	91	97%	70%	98%
Grade 4	90	100%	85%	98%
Grade 5	91	95%	94%	97%
Grade 6	87	100%	96%	98%
Grade 7	81	100%	95%	98%
Grade 8	84	95%	94%	97%
All Grades	524	98%	90%	98%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	10	90%	35%	93%
ELL - No	514	98%	80%	98%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	45	93%	86%	95%
Special Education - No	479	98%	90%	98%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	100	98%	97%	98%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Hispanic/Latino	72	93%	77%	95%
Native Hawaiian or Other Pacific Islander	1	100%		98%
White	261	98%	90%	98%

### 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	23-24 Target %	24-25 Target %
Grade 3	84	82	98%	84	79	94%	98%	98%
Grade 4	84	79	94%	88	85	96%	98%	98%
Grade 5	82	77	94%	90	88	97%	98%	98%
Grade 6	83	71	86%	81	78	96%	98%	98%
Grade 7	86	85	99%	85	82	96%	97%	98%
Grade 8	82	80	98%	85	81	95%	98%	98%
All Grades	501	474	95%	513	493	96%	96%	98%

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	23-24 Target %	24-25 Target %
ELL - Yes	*	*	*	*	*	*	95%	97%
ELL - No	500	474	95%	509	491	96%	96%	98%

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	23-24 Target %	24-25 Target %
SPED - Yes	35	31	88%	43	42	98%	91%	98%
SPED - No	466	443	95%	470	451	96%	97%	98%

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	23-24 Target %	24-25 Target %
Asian	103	98	95%	107	105	98%	98%	98%
Filipino	*	*	*	11	11	100%	100%	100%
Hispanic/ Latino	67	62	93%	61	52	85%	96%	96%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	100%	100%

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	23-24 Target %	24-25 Target %
Two or More Races	69	68	99%	76	72	95%	100%	98%
White	252	236	94%	257	252	98%	97%	98%

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	23-24 Target %	24-25 Target %
Yes Homeless	*	*	*	0	0			65%
Not Homeless	500	473	95%	513	513	96%		98%

### 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	23-24 Target %	24-25 Target %
Grade 3	84	83	99%	84	78	92%	98%	98%
Grade 4	83	80	96%	88	84	95%	98%	98%
Grade 5	83	80	96%	90	89	98%	98%	98%
Grade 6	83	75	90%	81	78	96%	98%	98%
Grade 7	86	80	93%	85	79	92%	98%	98%
Grade 8	82	77	94%	85	80	94%	95%	98%
All Grades	501	475	95%	513	488	95%	98%	97%

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	23-24 Target %	24-25 Target %
ELL - Yes	*	*	*	*	*	*	98%	98%
ELL - No	500	474	95%	509	485	95%	97%	97%

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	23-24 Target %	24-25 Target %
SPED - Yes	35	32	91%	43	42	98%	95%	98%
SPED - No	466	443	95%	470	446	95%	98%	97%

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	23-24 Target %	24-25 Target %
Asian	103	103	100%	107	106	99%	98%	98%
Filipino	*	*	*	11	11	100%	100%	100%
Hispanic/Latino	66	57	87%	61	53	87%	95%	97%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	69	67	97%	76	74	97%	97%	98%
White	253	238	94%	257	243	95%	97%	98%

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	23-24 Target %	24-25 Target %
Yes Homeless	*	*	*	*	*		50%	65%
Not Homeless	500	475	95%	513	488	95%		98%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement teacher collaboration time and planning time on site funded teacher release time to review assessment data for ELA and Math and plan for rigorous instruction. This will include discussing topics on reading and math assessments, unit implementation, teacher trainings, and analysis of next steps in instruction. This activity will be lead by administrator and site coach. Implement vertical articulation planning, PD facilitated by experts outside the administration team, and data digs to drive instruction.	All Students	29,359 Measure U
3.2	Professional Development led by Dr. Richard Cash regarding curricular and instructional pedagogies essential to addressing the needs of all learners. Through our work with Dr. Cash, NSA staff will develop instructional practices to engage, enrich, extend, and enhance the thinking processes for all learners. Dr. Cash will provide whole staff, small group, and individual professional development sessions focusing on Tier I and Tier II strategies	All Students	39,500 Measure U
3.3	Instructional Coach will help guide staff in the development of flexible learning environments that accommodate individual learning differences. All new teachers will provide weekly units/plans for	All Students	35,000 Measure U

	feedback along with 1:1 meetings with the coach and admin at least every other week. The teacher will have opportunity for observation of others and deep collaboration with coaches/teacher leaders.		
<b>3.4</b>	Tier II Interventions and supports: Provide 3-5 and 6-8 after school intensive and strategic support for students who are below grade level, failing, or struggling with executive function (See pervious funding source in goal 2). Provide after school homework club for all grade levels.	Students who qualify for intervention based on test scores, language proficiency and academic performance.	
<b>3.5</b>	Daily PE offered so teachers can have shared planning time and weekly intervention classes (3rd-5th grades) for targeted skill instruction as determined by data analysis (IAB, STAR, Unit Assessments, etc.) See previous funding source in Goal 1). Ensure the PE program is tied to the California state standards and is engaging. Be sure time on task is maximized.	All Students	
<b>3.6</b>	Funding for instructional supplies (such as supplemental texts, project materials, science lab materials, subscriptions to web services) to ensure universally designed learning activities in each classroom, flexible grouping, and to increase rigor of standardized curriculum.	All Students	3,952 Site Formula Funds
<b>3.7</b>	Weekly intervention classes for targeted skill instruction as determined by data analysis (IAB, STAR, Unit Assessments, etc.) Teachers pull students in small groups during what would be their prep time. This falls into our funding for PE and our after school funding, as the teachers use this time for these intervention classes.	Tier 2 Intervention students	
<b>3.9</b>	Provide enriching activities for the approved curricula in order to challenge our students who are gifted and academically talented by utilizing collaborative conversations and extensions to bridge knowledge beyond the textbook and connect historical understanding to current times.	All Students	
<b>3.10</b>	Assistant Principal (AP) funding to allocate a full time AP for the site. This full time allocation will allow instructional coaching and classroom observations. This role will also support the site principal in program analysis, SST/504/IEP meeting attendance, and site initiative implementation.	All Students	88,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
<b>3.11</b>	Conference attendance for teachers to attend conferences focused on Differentiating Learning for advanced learners.	All Students	10,000 Site Formula Funds

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$579,350.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
District Funded	\$10,000.00
Measure U	\$135,205.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$339,000.00
Prop. 28	\$61,193.00
Site Formula Funds	\$33,952.00

Subtotal of state or local funds included for this school: \$579,350.00

Total of federal, state, and/or local funds for this school: \$579,350.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 0 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Erin Kekos	Principal
Jill Schmidt	Parent or Community Member
David Flint	Classroom Teacher
Brian Etscheid	Parent or Community Member
Brenda Robinson	Classroom Teacher
Nooshin Kaviani	Classroom Teacher
Michael Beebe	Parent or Community Member
Marybelle Ang	Parent or Community Member
John Nguyen	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 5/21/24.

Attested:



Principal, Erin Kekos on 5/24/24



SSC Chairperson, Michael Beebe on 5/24/24

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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