

School Year: **2024-25**



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	May 21, 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
- 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 school site council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Taft Community School is a Title 1 school that receives federal monies and the actions and services align with the requirements for Title 1 expenditures. This SPSA has been developed with the SSC members and aligns with the District's 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 2025, 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.

(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 to accelerate progress and close the opportunity gap.

Taft School 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).

A climate survey is administered twice a year. One is done in the fall and another in the spring. Parents, staff, and students participate in the survey. Below are the Panorama results from Spring 2024:

Areas of strength for K-5 students:

- School Teacher Student Relationships, 72% favorable,
- Rigorous Expectations, 69% favorable
- School Belonging, 67% favorable.

Areas of weakness for K-5 students include:

School Safety 52%,
School Engagement was 48%.

Areas of strength for our parent community are:

- School Climate 85% favorable
- Academic Care 83% favorable (greatest increase)
- School Safety 80% favorable

Area of Weakness for our parent community is

- Family Engagement 11%.

Areas of strength for our teachers and staff are:

- Student Leadership Relationships 97% favorable
- School Climate 84% favorable
- Staff Family Relationships 78% favorable (greatest increase)

Area of Weakness for our teachers and staff are::

- Cultural Awareness and Action 36%

The Community School Grant Needs Assessment Survey Results indicate the following overarching themes for students:

- Students Feel Supported and Heard by Staff
- Students Enjoy the ELO Program
- Students Need a More Welcoming Social Environment
- Students Need Additional Support
- Students Want Better Food Options at School

Conclusions for students:

- Students feel supported and respected by Taft staff, but could use more support from staff and parents to address bullying and exclusion at school:
- Students and parents alike noted instances of bullying and exclusion amongst students based on race/ethnicity, sexuality, and language, and that these instances of bullying often go unaddressed
- Students and parents would like to see more opportunities for creative and physical activities both during the school day and during the ELOP program
- Students and parent focus group participants noted that Taft's mental health resources could be improved

The Community School Grant Needs Assessment Survey Results indicate the following overarching themes for parents:

- Need for Greater Academic and Creative Programs for Students
- Mixed Perceptions of Mental Health Services
- Opportunity for Improved Communication to Parents about Opportunities for Involvement

Conclusions for parents:

Families need more support:

- Particularly with tutoring, ELOP enrollment, and food assistance
- Only a third of parents report that they know their Community School Coordinator. This suggests that there is an opportunity for Taft CSC to host parent education sessions to boost awareness of the community school resources available at Taft
- Opportunities for parent involvement are not always accessible, particularly for working parents who need advanced notice of school events.
- Parent focus group participants suggested that there could be improved/increased parent education to teach parents about the ways they can get involved.
- Email, text, and phone calls are the most effective methods for communicating with Taft's parents

These results were shared with our staff on May 16, 2024, ELAC on May 17, 2024, and SSC on May 21, 2024

Classroom Observations

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

Taft administration 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 implements daily or weekly Social Emotional Learning to support students in their classrooms.

During the 2024-2025 School year for SEL, all classrooms will continue to implement weekly community meetings and established routines that create a positive climate in the classroom. All classrooms have established Peace Corners. The PBIS committee will continue to meet monthly to engage teachers in next steps for lesson planning and to address concerns that are common themes throughout the school.

For Mathematics, we used the iReady Diagnostic Assessment to support the students and adopted a new curriculum, Illustrative Math. 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 60 minutes weekly within the classroom.

For Language Arts, teachers will continue using CRLP practices and pull students into targeted small-group instruction. Students will do lessons on My Path in iReady to continue to move toward achieving grade-level standards. Lessons will be done for 60 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 will continue as well.

STEAM, Art, Music, and PE are being implemented regularly. The STEAM teacher will also provide art instruction and an RCSD music teacher will provide lessons once a week.

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 2024-2025, data from reading and math assessments from iReady will be administered two times/year to monitor student progress. The staff will continue to collect and analyze data every six week to eight weeks to progress monitor. A systematic plan for data analysis has been established and will continue. This will ensure students have access to intervention levels 1, 2, and 3 as part of a comprehensive MTSS plan. Universal screenings for Math and ELA will continue and the data will be utilized to identify students who need more or less intensive supports and target supports.

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, one Intervention Reading Specialist and three instructional assistant which support grades K-5. The instructional assistants provide support in both bilingual and English Only classrooms. Additionally, teachers are provided with prep time during STEAM, art, music and PE instruction. For Social Emotional Learning, the mental health counselors collaborate with teachers do weekly lessons to support problem solving strategies. Additionally, Staff Development coaches provide support teachers with the new math and language arts curriculum and there have been numerous release days for teachers to work with Staff Development. Taft administration works with the Director of Induction to promote mentorship roles for veteran teachers. This allows veteran teachers to coach beginner teachers. The principal has also received coaching and mentorship from a third party consulting service paid for by the district.

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 partners with Boys and Girls Club and PAL and those two organizations provide after-school academic support and enrichment opportunities to students. Taft also partners with College Advances Preparatory to provide math and ELA intervention after school two times a week for grades 2-5. Healthy Cities Tutoring provides 1:1 tutoring and in the spring of 2024, began ELD tutoring aimed at helping 10 EL students reclassify.

Newcomers in third through fifth grade receive support from the newcomer teacher daily to support English literacy. Newcomer students in grades K-2 are supported in by an instructional assistant who provides foundational skills in a small group setting.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Taft School utilizes STEAM, art, music and PE for grades K-5 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. This includes parent workshops for parents of students who attend the after-school program. The Community School Specialist is a liaison who supports attendance and parents through CSSPP 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 that assists 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), SST (Student Success Team) meetings, 504 plans, Student Engagement Support Plans (SESP), and data analysis.

Fiscal support (EPC)

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 School Site Council (SSC) develops the content of the School Plan for Student Achievement (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 is reviewed monthly to determine student progress and progress toward actions and services. The ELAC parents participate in various meetings and provide input in Parent Involvement Policy, School Compact, review of actions and services, and the development of the SPSA. They review and approve the budget.

The members of the SSC represent the composition of the school's pupil population. (EC Section 65000[a]). The members include the 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/CSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator	Suspension Indicator
2022-2023 Dashboard	2022-2023 Dashboard	2022-2023 Dashboard
SWD: No Color (ELA: 135.8 point above standard. Math 122.1 points above standard)		SWD: Red (6.4)

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 two resource inequities according to the California Dashboard. One is low academic performance in ELA and math for Students with Disabilities. Academic performance in ELA and math for Students with Disabilities has been low due to inefficient phonic and reading strategies along with ineffective scaffolding within the classroom. For reading, special education teachers have been 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.

Secondly, Students with Disabilities have been disproportionately 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, the implementation of a peace corner continues in each classroom. Additionally, mental health support, SEL lessons, buddy rooms, check-ins with administration, and usage of sensory items for self-regulation are being conducted regularly. Lastly, a therapeutic counselor has been added to one of our special education programs. The therapeutic counselor provides 1:1 and group therapy as part of the instructional day.

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.

Chronic Absenteeism, SEL and Suspensions

By June of 2025, 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.

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 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

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.

As part of the MTSS framework that RCSD has adopted, Taft creates a Student Engagement Support Plan led by the MTSS TOSA and Community School Specialist to combat chronic absenteeism. The MTSS TOSA and Community School Specialist monitor and track chronic absenteeism for all students, particularly Students with Disabilities. The MTSS TOSA and Community School Specialist use Attention 2 Attendance (A2A and PowerSchool to monitor student attendance rates. They meet with parents of chronic absentees to formulate the SESP. Students are given incentives to help promote increased attendance. The MTSS TOSA and Community School Specialist may do site visits for students who were on the chronic absentee list. The Family Resource Center offers various resources that help families ensure that the student attends school more regularly. Monthly recognition for attendance will be done.

For Socio-Emotional Learning, Taft's PBIS committee will continue revisiting and reintroducing PBIS elements during the 2024- 2025 school year in collaboration with students, staff, parents, and district officials. Teachers will continue to implement a Peace Corner in their classrooms and time for social-emotional practices in collaboration with mental health counselors. Materials will be purchased to support the peace corner. The Lead Mental Health Counselor will carry out the implementation of Social Emotional Learning lessons that will be conducted in all classrooms.

Students with Disabilities have been disproportionately 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 part of our SPED program.

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	2	3	4
Black or African American	4	2	2
Decline to state		1	0
Filipino	1	2	2
Hispanic/Latino	306	332	331
Native Hawaiian or Other Pacific Islander	3	1	4
Two or More Races	1	5	5
White	8	8	6
	326	354	354

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	354

Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Black or African American	2	67%		33%
Hispanic or Latino	94	27%	31%	25%
Native Hawaiian or Other Pacific Islander	3	60%		40%
Two or More Races	3	43%		35%
White	3	30%		
Total	105	28%		

Student Groups	2023-2024	Target
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	as of April 3rd, 2024			
	Count	Rates	2023-24	2024-25
Kindergarten	28	38%		36%
Grade 1	17	33%		31%
Grade 2	14	26%		24%
Grade 3	16	32%	27%	30%
Grade 4	13	16%	23%	14%
Grade 5	17	27%	29%	25%
Total	105	28%		26%

Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Hispanic or Latino	2	1%	1%	1%
White	1	10%		
Total	3	1%		1%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 2	2	4%		3%
Grade 5	1	0%		
Total	3	1%	2%	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	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 plan for accelerating student learning. This will include discussing topics on reading and math assessments, standard-driven unit implementation, and teacher training 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. At least four data analysis days will be implemented throughout the year and led by the administrator and district-funded site coach.	All Students	1500 Title I

1.2	Chronic absences and tardies will be followed up monthly through phone call, SESP, and parent conferences. All parents will be required to inform the office before any medical appointments. Students will return to school after any medical appointments. Community School Specialist and TOSA will oversee this work and they will communicate and conference with families. MTSS TOSA will conduct SESP, and provide tips, resources, and coaching to students and families who are not attending school regularly. TOSA will meet with students and set goals with families and students to support families.	Socioeconomically Disadvantaged and Students with Disabilities	
1.3	Continue to add supplemental technology devices and resources for the classroom.	All Students	7000 Title I 20,000 Measure U
1.4	MTSS Leadership team will review data from iReady, PBIS, BPST 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.	All students	
1.5	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.	Students with Disabilities	
1.6	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. Books will be used as incentives for students throughout each trimester. Celebrations with the school principal, librarian, and FSC coordinator for recognition of students/classes who make progress with their reading goals in the area of comprehension will occur throughout the school year in grades K-5 and will coincide with the iReady results.	All students	1500 Measure U
1.7	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.	All students	
1.8	Principal will provide coaching to teachers in order to support student outcomes. Opportunities for teachers to observe other with administrator to align school vision.	All students	
1.9	Support students who are unable to pay to attend the Outdoor Education Fifth grade field trip and pay for teacher stipends for the week.	All students	10,000 Title I 5000

			Measure U
1.10	Community school provides safety nets and resources for families	All students	25,000 Measure U
1.11	Full Time STEAM Teacher will teach STEAM and art	All students	61,889.00 Prop. 28 2000 Measure U 2000 Title I
1.12	MTSS TOSA will support school in monitoring attendance and outreach to families, overseeing the Student Study Team, as well as supporting the Wellness Team.	All students	
1.13	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.	All Students	5000 Title I 3000 Measure U
1.14	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.	All students	
1.15	County Mental Health support (OneLife) counselor will support at risk students in addition to Taft Mental Health Liason and StarVista	All students identified for services	12,500 Title I
1.16	Provide child care for Parent Engagement workshops.	All students	1,000.00 Title I
1.17	PBIS Team of Teachers will continue revisiting and reintroducing PBIS elements during the 2024-2025 School Year. Teachers will continue to implement a Peace Corner in their classrooms and time for social-emotional practices in collaboration with mental health counselors. 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.	All Students	2,000.00 Title I 2,000.00 Measure U

1.18	School-wide reading incentives will be given to help support reading growth along with supplemental reading tools to improve reading proficiency. We will monitor student growth each trimester and provide incentives or prizes for students and classes who achieve their goals and are making growth in school-wide assessments.	All students	3,000 Title I
1.19	PE Plus program during the 2023-2024 School Year. PE will be offered to students in grades K-5 taught by qualified personnel.	All students	16,850.00 Measure U
1.20	A certificated staff member will oversee the MTSS team 1 or 2 days per month. The principal, Vice Principal, and School Psychologist will administer all IEP and SST meetings. (Monitor attendance, social-emotional, IEPs/ SSTs and interventions)	All students	
1.21	Regular faculty meetings will focus on data analysis, effective teaching strategies, character traits and other professional development for teachers and staff. Professional learning communities will take place so that teachers and staff can collaborate effectively and regularly.	All students	
1.22	Provide Interpretation support for parent conferences.	English Learners	
1.23	Science/Social Studies/ SEL Assemblies that are either virtual or in person in order to provide Interactive and motivational lessons that promote and develop values, build interest in curricular activities as well as provide opportunities for students to learn through a different experience.	All Students	2,000.00 Title I 3,000.00 Measure U
1.24	Supplemental technology apps and educational tools		2,000.00 Title I
1.25	RCSD Music Teacher	All Students	13,125.00 Measure U

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 Language Learners, English Language Development, Reclassification and Proficiency Rates
 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.

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.

While reclassification rates for Taft's students have steadily increased, there is still a need to improve English Language Development with Taft's English Language Learners (ELs). The English learner progress in the comparison data for ELPAC for the 22-23 school are as follows: 10% of English Learners are in level 4 well developed, 21% are in level 3 moderately developed, 39% are in level 2 somewhat developed, and 30% are level 1 beginning to develop. English Learners' proficiency is 10% in ELA and 7% in Math.

Taft School has a 50/50 bilingual program for grades K-3. Students receive instruction in both English and Spanish. Taft provides a standards-based educational program where all students are given opportunities to reach grade-level performance. However, according to our assessment results, many students in the Spanish bilingual program take longer to achieve grade-level results and or struggle with reading, writing, listening, speaking, and understanding the English language. The CAASSP results for 22-23 for the 3rd-grade class that includes students in the 50/50 have a proficiency rate of 4% in ELA and 8% in math. Although there is academic progress happening, the data in the California school dashboard shows that ELs in the bilingual program take longer to reach grade-level standards in both ELA and math.

A comprehensive professional development plan integrating Administration, Support Coaches, and Classroom Teachers is designed to enhance skills and foster growth across the board. Through a combination of professional development and coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners.

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	30.19	54.72	15.09	0.00
Grade 1	16	19	4	0	41.03	48.72	10.26	0.00

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 2	12	13	10	0	34.29	37.14	28.57	0.00
Grade 3	18	18	9	5	36.00	36.00	18.00	10.00
Grade 4	7	8	15	10	17.50	20.00	37.50	25.00
Grade 5	7	12	6	11	19.44	33.33	16.67	30.56
All Grades	76	99	52	26	30.04	39.13	20.55	10.28

* 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	# RFP Students	% of RFP Students	Target	CBEDS EL Enrollment Count	# RFP Students	% of RFP Students	Target	Target
Kindergarten	42	0	0%	5%	21			5%	6%
Grade 1	33	6	18%	2%	46			3%	4%
Grade 2	31	0	0%		33				
Grade 3	54	4	7%		30	1	3%		
Grade 4	37	4	11%	5%	31	5	10%	5%	6%
Grade 5	31	4	13%	5%	48	10	28%	5%	6%
All Grades	228	18	8%		36	16	7%		

* 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	32	0	0%		
Grade 4	48	0	0%	0%	
Grade 5	27	20	74%	75%	19
All Grades	223	20	9%	11%	19

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 Level	Percentage of students who increase at least 1 ELPAC level	
	21-22	22-23
Grade 3	32%	39%
Grade 4	52%	81%
Grade 5	48%	64%
All Grades	43%	44%

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	Teachers will collaborate to refine standards-based integrated ELD and district units with support from the staff development team and coach.	English Learners	
2.2	Emphasis on Integrated ELD will continue during the 24-25 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 the new supplemental curriculum, Language Power, for Designated ELD will continue. ELs at ELPAC levels 1-3 will receive specialized instruction during a daily block of time for designated ELD.	English Learners	
2.3	BPST Assessment substitutes for the 2024-2025 School Year. Substitute costs for grades K- 5, to include an English Assessment Day for all classrooms.	All students	
2.4	Purchase of materials be utilized in all classrooms to provide enrichment opportunities for all K-5 and to support the STEAM initiative	All students	15,472.00 Prop. 28
2.5	ELs at ELPAC Levels 1-3 will receive specialized instruction during a daily block of time for Designated English Language Development.	English Learners	
2.6	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).	English Learners	
2.7	School will use the research-based SIPPs curriculum for students who are more than 2 grade levels behind in reading, explicitly highlighting the strategies specific to ELs.	English Learner	
2.8	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.	All Students	

2.9	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.	English Learners- SWD	
2.10	Monitor each trimester English Learner progress using the District Adopted EL Continuum found on the report cards.	English Learner	
2.11	Monitor the progress of the Reclassified students for at least two years using the Reclassification Monitoring Form on the Report Card.	English Learner	
2.12	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.	English Learner	
2.13	Newcomers in grades K-5 receive extra daily support for English Language Development from bilingual instructional assistants in order to develop their English skills	English Learner	

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.

English Language Arts and Math Proficiency

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)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. 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.

English Language Arts and Mathematics results show that has been a significant increase in students meeting grade-level standards. In ELA there was a 29.4 increase and in Mathematics a 7.1 increase overall and students who reclassified declined by 13.9 points. Three significant subgroups are in yellow are English Learners, Hispanic, and Socioeconomically Disadvantaged.

The most current iReady data for reading (Spring 2024) indicates that in grades 2-5, 20% are at grade level or above, 41% are one grade level below, 21% are two grade levels below and 17% are three or more grade levels below. For math in grades K-5, 19% are at grade level or above, 54% are one grade level below, 15% are two grade levels below and 11% are three or more grade levels below.

ATSI

- The proficiency rate for English Language Learners in ELA is 10%
- The proficiency rates for Students with Disabilities in ELA is 6% and in math is 3%
- The proficiency rate for Hispanic students in ELA is 23%
- The proficiency rate for Socioeconomically/Disadvantaged students is 23% in ELA

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 1			1%	
Grade 2	49	18%	10%	19%
Grade 3	40	30%	4%	31%
Grade 4	79	14%	4%	15%

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 5	63	22%	6%	23%
All Grades	231	20%	5%	21%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	135	5%	3%	6%
ELL - No	96	41%	9%	42%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	47	11%	1%	12%
Special Education - No	184	22%	4%	23%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	3	33%	1%	33%
Black or African American	2	100%	1%	100%
Declined to State	4	0%		
Hispanic/Latino	213	19%	5%	20%
Native Hawaiian or Other Pacific Islander	1	0%		
White	4	25%	11%	27%

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 %
Kindergarten	49	29%		30%
Grade 1	45	16%	1%	17%
Grade 2	49	18%	10%	19%
Grade 3	39	13%	4%	13%
Grade 4	79	14%	4%	15%
Grade 5	62	27%	6%	28%
All Grades	323	20%	5%	21%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	201	12%	3%	13%
ELL - No	122	31%	9%	32%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	59	12%	1%	13%
Special Education - No	264	21%	4%	22%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	6	67%	1%	68%
Black or African American	2	50%	1%	51%
Declined to State	8	0%		
Hispanic/Latino	294	18%	5%	19%
Native Hawaiian or Other Pacific Islander	2	0%		
White	6	50%	11%	51%

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	53	8	15%	67	7	10%	11%	12%
Grade 4	51	17	33%	61	17	27%	18%	28%
Grade 5	50	11	22%	56	20	35%	16%	36%
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	23-24 Target %	24-25 Target %
ELL - Yes	94	8	8%	106	11	10%	13%	11%
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	23-24 Target %	24-25 Target %
SPED - Yes	24	0	0%	35	2	6%	2%	7%

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 - 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	23-24 Target %	24-25 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino				*	*	*		
Hispanic/Latino	*	*	*	173	40	23%	16%	24%
Native Hawaiian or Other Pacific Islander				*	*	*		
Two or More Races	*	*	*					
White	*	*	*	5	1	20%	36%	22%

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

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	54	9	17%	75	11	14%	11%	15%
Grade 4	52	10	19%	66	11	19%	20%	20%
Grade 5	50	5	10%	62	10	16%	21%	17%
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	23-24 Target %	24-25 Target %
ELL - Yes	96	9	9%	125	9	7%	11%	8%
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	23-24 Target %	24-25 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	23-24 Target %	24-25 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*	100%	100%
Filipino				*	*	*		
Hispanic/Latino	147	23	16%	176	30	17%	18%	19%
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	23-24 Target %	24-25 Target %
Yes Homeless	*	*	*	*	*	*	17%	17%
Not Homeless	149	23	15%	181	33	18%	11%	18%

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	Continue 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	All students including Students With Disabilities	

	reading and math group instruction for all students as part of their daily ELA block. Special education teachers will continue using SIPPs, phonics-based curriculum geared toward improving academic performance for students with disabilities. New Special Education teachers will receive training on SIPPs		
3.2	Literacy teacher that will work with K-5 to support reading intervention. Teachers will provide daily targeted reading instruction.	All Students	
3.3	Provide six hour bilingual instructional assistant to support intensive and strategic students who are below standard in Math and Reading.	English learners	
3.4	Teachers will attend Integrated Unit training on Early Language Acquisition if needed. Substitute release time for teacher planning purposes will be allocated.	All students	
3.5	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	All Students	
3.6	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.	All Students	
3.7	Monthly "coffee meetings" with parents to inform them of how to support their children in working to mastery of grade-level standards	All Students	
3.8	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.	English Learners, Socioeconomically Disadvantaged, and Latino Students	
3.9	Two Instructional Assistants to reduce teacher student ratio in the English classrooms for K-5 grades. Instructional assistant will work to provide opportunities for more one-on-one or small group instructional time.	English Learners, Socioeconomically Disadvantaged, and Latino Students	
3.10	Purchase book bags, guided reading material, supplemental reading and math manipulatives to support small group instruction	All students	2,000.00 Title I
3.11	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 and ELA tutoring	English Learners, Latinos, Socioeconomically Disadvantaged	1,000 Title I
3.12	Provide training for parents in order to support their students in Reading and Mathematics. Purchase materials that are needed in order to do training.	All students	3,000 Title I
3.13	Teachers will monitor students in Reading, Math, and ELD to support students learning. They will set	All Students	2,000.00 Title I

	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.		2,000.00 Measure U
3.14	Resource specialists have push-in/pull-out schedule that allow for alignment and support in the general education learning environment.	Students with Disabilities	
3.15	Purchase Math materials needed to supplement curriculum	All Students	1,231 Title I

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	\$57,231.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$228,067.00

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 (\$)
Title I	\$57,231.00

Subtotal of additional federal funds included for this school: \$57,231.00

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 (\$)
Measure U	\$93,475.00
Prop. 28	\$77,361.00

Subtotal of state or local funds included for this school: \$170,836.00

Total of federal, state, and/or local funds for this school: \$228,067.00

School Site Council Membership

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

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

Name of Members	Role
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 05/21/2024.

Attested:

	Principal, David Camarena on 05/21/2024
	SSC Chairperson, Rick Soriano on 05/21/2024

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.

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 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.

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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