

School Year: 2019-2020

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
Westmorland School	13632306008650	June 4, 2019	

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)

Our district's purpose is to provide students and educators with meaningful learning experiences in a safe and caring environment ensuring equal access to the core curricula while providing differentiated instruction and supports based upon research and data that will lead all students to mastery of grade-level standards.

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.

Not Applicable as our school was identified for CSI, TSI or ATSI.

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

Involvement Process for LCAP and Annual Update was done during District Collaboration Days and well as School Site Council (SSC) and English Learner Advisory Committee (ELAC) as well as during parent/teacher conferences and Open House. SSC and ELAC committees were comprised of parent, students, teacher, and counselor representation.

January 24, 2019

February 16, 2019

March 20, 2019

April 4, 2019

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April 11, 2019

May 29, 2019

June 4, 2019

In addition to these meetings, additional consultations for the purpose of receiving feedback from multiple stakeholders took place as parents, teachers, and certificated and classified staff provided feedback. Student population that completed these surveys were from grades 3 - 8.

Resource Inequities

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

Not Applicable as our school was identified for CSI, TSI or ATSI.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Develop a strong core program in Reading Language Arts and Mathematics with interventions and designated English Language Development that will help increase student achievement.

Identified Need

English Language Arts report delineates that our socioeconomically disadvantaged and Hispanic remain in the yellow section, our English learner population positively increased significantly. The positive increase was 10.7 points in 2018 whereas only 4 points in 2017.

Mathematics report delineates that our English learners, socioeconomically disadvantaged, and Hispanic students dropped from the yellow section to orange. The 2018 data shows that we maintained at 1.3 points whereas there was a positive increase of 8.7 points in 2017.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Percentage Standard Met/Exceeded	District 36% L 136% EL 36%	District 37% L 137% EL 37%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Percentage Standard Met/Exceeded	District 44% L 144% EL 44%	District 45% L 145% EL 45%
ELPAC	District 36% L 136% EL 36%	District 37% L 137% EL 37%

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

Strategy/Activity 1.1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide ongoing Professional Development for educators on CCSS. These opportunities will include the exploration of standards, instructional strategies, in-classroom modeling, student grouping and collaboration strategies to increase academic discourse, coaching and lesson planning in the following areas: Language Arts, Mathematics, Science, and History.

Provide professional development in which teachers explore the Common Core standards and develop lessons that engage the students in rigorous lessons that mirror the complexity and demands of the standards. Materials from the state adopted curriculum will be used to create materials for standards-based instruction along with other supplemental materials. The CAASPP digital library will be utilized to identify professional development and to select lesson items that can be adapted to the lessons developed. In addition, teachers will review data to identify areas of need that will need to be addressed during intervention time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$29,790	Supplemental and Concentration
	\$25,000 – 0000-1000 Salaries \$ 4,790 – 0000-3000 Benefits

Strategy/Activity 1.2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

- Purchase and replenish Science Kits that meet the California Next Generation Science Standards (NGSS).
- MESA in grade 8
- Project Lead the Way in grades 2-5
- Establish a committee, implement a piloting time, and purchase of CCSS aligned state adopted Science curriculum.
- Professional development in terms of implementation will be provided as requested by the teachers and as funding allows.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,000 \$75,000 Base	Supplemental and Concentration/Base
	\$15,000 - 0000-4300 – Supplies- S&C
	\$75,000 - 0000-4100 textbook adoption- Base

Strategy/Activity 1.3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide transportation for one local educational field trip per grade level per year to increase educational experiences away from regular school to help increase students background knowledge.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,000	Supplemental and Concentration 0000-5710 - Transfers for transportation

Strategy/Activity 1.4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

There will be 2 special education teachers to service the RSP/SDC program. Instructional assistants will be provided to assist with special education to ensure a broad course of study for Special Education Students.

Two 5-hour assistant

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$80,163	Supplemental and Concentration \$63,360 – 0000-2900 - Salaries \$16,803 – 0000-3000- Benefits

Strategy/Activity 1.5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Instructional Assistants will be offering services in kindergarten.
Two 5-hour assistants

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$45,547	Supplemental and Concentration \$36,000 - Salaries 0000-2900 \$ 9,547 - Benefits 0000-3000

Strategy/Activity 1.6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Math Seeds, Reading Eggs, English In a Flash, Renaissance Learning and Think Cerca will be used as a supplemental resource to pre-teach, reteach or challenge students as teachers, through collaborative approaches, decide if the intervention tool is applicable and for the applicable grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$32,226	Supplemental and Concentration 0000-4300 - supplies Math Seeds - \$1,380 Reading Eggs - \$950 Renaissance - \$11, 796 ThinkCERCA - \$15, 600 English in a Flash \$2,500

Strategy/Activity 1.7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue teacher recruitment and retention of high-quality teachers. This will cover support provider stipends, sub cost for mandated activities, and other applicable expenses. Four teachers will participate in the Induction Program One teacher will be in Interim status: **Two full-day substitute teachers per month, so participants can conduct classroom observations.**

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$27, 400

\$20,000 Induction Participants ~~\$15,000 BTSA Participants~~
 \$ 5, 000 Interns
 \$2, 400 Substitutes
 Supplemental and Concentration
 \$20,000: 0000-5800 ~~\$15,000 BTSA Participants~~
 \$ 5, 000: 0000-1170
 \$900: 0000-3000
 \$2, 400: 0000-1160
 \$432: 0000-3000
~~\$ 5,000 Interns~~
~~\$ 2,400 Substitutes~~

Strategy/Activity 1.8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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We will have a principal position designed to help oversee the academic programs. In addition, the principal will be attending professional development to remain current in terms of current and relevant research practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$81,869	Base \$63,957 – Salaries 3010/1900 \$17,912 – Benefits 3010/3000

Strategy/Activity 1.9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

In addition to the daily designated ELD time, Newcomers will receive additional EL support by the EL Resource Teacher. Seven full-days of professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$17,300	Title III \$63,957 – Salaries 3010/1900 \$17,912 – Benefits 3010/3000

Strategy/Activity 1.10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide test administrators to administer the ELPAC assessment. Testing will be ongoing for incoming and returning students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,820	Base \$6,500 – 0000-3160/2900 - Salaries \$1,820 – 0000-3160/3000 – Benefits \$ 500 – 0000/4300 - Supplies

Strategy/Activity 1.11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue the certificated position to implement a consistent pull-out program for interventions for students who are struggling readers (RtI). Eighteen full-day substitutes for the entire school year to cover as SST meetings are being conducted. Two per month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$133,422	Supplemental and Concentration \$98,203 – Salaries 0000/1900 \$29,641 – Benefits 0000/3000 \$ 2,160 – Salaries 0000/1160 \$ 418 – Benefits 0000/3000 \$ 1,500 – Supplies 0000/4300 \$ 1,000 – GATE Supplies 0000/4300 \$ 500 – SST Supplies 0000/4300

Strategy/Activity 1.12

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

The district will set aside money for alternative supports for students normally eligible for Students Educational Services (SES). These alternative supports will be provided through the implementation of After-School tutoring (all grade levels) and Credit Recovery (grade 8). Transportation will be provided as part of SES when applicable.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$35,469

Title One
 \$5,000 – Salaries 3010/1000
 \$ 969 – Benefits 3010/3000
 \$24,500 – Transportation Set-a-side 3010/3600/5200
 \$5,000 – Supplies 3010/4300

Strategy/Activity 1.13

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

The district will set consultation meetings with Private Schools. The district will set aside the required per pupil amount to fund those private school that agreed to receive funds from WUED.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$50

Title One
3010/4300 Supplies

Strategy/Activity 1.14

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

A fifteen-day Summer School will be provided to students identified at-risk. (1) Four regular teachers, (2) One special education teacher; and (3) One special education paraeducator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$25,563

Title One
\$19,516 – 3010/1000 Salaries
\$ 3,940 – 3010/3000 Benefits
\$ 3,000 – 3010-4300 Supplies

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Actions and services for this goal were generally implemented as planned. We were able to fully implement the collaboration meetings. One of the major challenges was that time was a major and ongoing one. Although this is not our first year implementing the reading language arts and mathematics curricula, we are still learning how to best use the components to enhance our lessons as well as other learning opportunities. As we have included the implementation of the CAASPP Interim Assessments, we have learned that current teaching practices

should be revised to provide students opportunities to learn through lessons that address the complexity of the California Common Core standards. Analyzing the components in our state adopted curricula and supplemental materials, such as the California Smarter Balanced Digital Library, to ensure alignment with the California Common Core Standards has been consuming and at times challenging. This approach was implemented for the areas of reading language arts, mathematics, designated and integrated English Language Development.

Our goal during collaborative practices was to enhance lesson planning that provided opportunities for all students to increase their speaking, writing, sight and meaning vocabulary to increase students' academic language. Background knowledge was and additional focus which was addressed when teaching technical academic language and specific academic language (domain specific). Fluency in the usage of literal, inferential, and evaluative comprehension skills were a key emphasis in lesson planning and intervention development.

Because we understand the high demands identified in the California Common Core Standards, the 2017-2018 focused on academic achievement that guided the evaluative practices and the discourse regarding first teaching, interventions, and well as other practices.

The practices identified in the actions for Goal 1 are effective practices that have been reported, by leading experts in the field of education, as effective (Richard Dufour, Robert J. Marzano, Michael Fullan, Jana Echeverria among others). In addition, the practices implemented during the course of the 2017-2018 and 2017-2018 school years have been approaches supported by resources learned and obtained at the annual CAASPP Institutes and current research based and research proven practices learned through professional development services provided by the local county office of education and literature of effective practices. At these institutes, we have learned about collaborative practices and resources that have been identified as useful for students in California. Anecdotal data from teachers and other educators has provided information regarding how teachers are enjoying having the opportunity to collaborate and plan with their peers as they get to brainstorm, plan together, and learn from their colleagues. Teachers have shared that they feel more prepared to teach the units developed during collaboration time as they are able to develop specific and strategic scaffolds for students as well as having an understanding of the rigor presented in the interim assessment. This level of awareness has helped teachers to reconsider their teaching delivery.

The actions and services under goal 1 describe effective research based and research proven practices. Through a comprehensive evaluation process completed with the local county office of education designed for district improvement purposes, it was identified that some refinement of monitoring practices needed to be in place. One of the conclusions was that we need to provide ongoing coaching for educators to provide support in terms of implementing effective teaching practices. The goal will be to allow teachers to reflect on how lessons, teaching delivery, and student engagement is needed to increase student achievement. Specific practices to increase level of effectiveness will be decided once our new superintendent joins our district on July 1, 2019.

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

There was no material difference between the budget and the LCAP. The biggest differences were when a goal was not met and there were not expenditures or when we met the goal, but we were able to implement it in a creative way that did not require any expenditure.

Action

1.1 For this action, we provided collaborative practices/professional development during District Collaboration days and we did not require to cover substitute expenditures.

1.2 When purchasing the Refill Kits for Project Lead the Way, we notice that the amount was higher than we had projected.

1.4 Overtime was approved to complete task including under this action.

1.5 Overtime was approved to complete task including under this action.

1.6 The Mathseeds and Reading Eggs programs has a slight increase over the prior year.

1.12 Not all teachers volunteered to provide after school services. Therefore, no stipends were paid.

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

Any changes will be determined under the new administration that will join the Westmorland Union Elementary School District on July 1, 2019.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 2

Establish a school climate that positively supports the academic, social, emotional, and physical well-being of all students and offers an interactive plan to motivate students to attend school, increase student engagement, and offer enrichment opportunities, so parents send their child(ren) to school.

Identified Need

Suspension Rate report identifies English learners, socioeconomically and disadvantaged, and Hispanic groups appear at the lowest performance (red), students in the Homeless and Students with disabilities have shown a positive increase in terms of better attendance as compared to the previous school year showing a positive increase of 1.6 percent.

Chronic Absenteeism rate is below the county and statewide rate, we will continue focusing and to develop practices that can assist us decrease chronic absenteeism among all subgroups.

Suspension Rate

We will continue providing intervention that promote the Restorative Justice Approach as well as learning opportunities for students to understand how to eradicate all different types of Bullying. In addition, we will work with multiple stakeholders in the revision of our Behavioral Plan. In addition, our school counselor will continue providing counseling session as well as lessons that focus on character education.

Chronic Absenteeism

Chronic absenteeism has been an area of extreme concern. Based on the feedback from multiple stakeholders, the team has decided that our proactive approach for the 2019-2020 school year, we will conduct outreach to all parents and students, through parenting classes, as it is our desire to inform them and support them in the areas of: (1) Combating Truancy; (2) Creating a Structure at home for Student Achievement; (3) Supporting Students' Social and Emotional Well-Being, among other topics. Our attempt is to raise awareness of school personnel, guardians/parents, and students of the negative effects of chronic absenteeism and the challenges associated with poor school attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>End of the Year Reports Presented under CALPADS and District Student Information System</p>		<p>Decrease overall absenteeism including unexcused absences and tardies as compared to the previous.</p> <p>Increase Daily attendance rate as compared to the previous year.</p> <p>Decrease chronic absenteeism as compared to the previous year.</p> <p>Maintain a suspension rate as compared to the previous year.</p> <p>Increase number of students on 4th Quarter Honor Roll by as compared to the previous year.</p> <p>Maintain expulsion and middle school dropout rate of 0.</p> <p>Decrease number of referrals as compared to the previous year.</p> <p>Maintain a rating of Good or Higher on the FIT: Facilities Maintenance Tool.</p>
<p>Parent Engagement Surveys</p>		<p>Number of People that will be surveyed 100 percent</p>
<p>Healthy Kid Survey and School Climate Survey Grades 3 through 8</p>		<p>California Healthy Kids Survey will be administered every other year.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>

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

Strategy/Activity 2.1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue the full-time school counselor to work with teachers, students, and parents on attendance, anti-bullying, Six Pillar of Character Education, and teaching tolerance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$106,212	Title One/Supplemental & Concentration \$39,757 – 3010/1200 Salaries Title I \$39,757 – 0000/1200 Salaries S&C \$13,349 – 3010/3000 Benefits Title I \$13,349 – 0000/3000 Benefits S&C

Strategy/Activity 2.2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide professional development for staff, students, parents, and school community on strategies to protect and address issues of bullying, tolerance, school-wide discipline, and positive behavior interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	Supplemental and Concentration 0000/5800

Strategy/Activity 2.3

Students to be Served by this Strategy/Activity

Assemblies will be offered in which the target is character building, attendance, promoting positive school atmosphere, no discipline referrals, honor roll, etc. Continue a Recognition of Attendance program that includes Attendance Certificates, Classroom Attendance Incentives, and other applicable prizes.

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

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$15,960

Supplemental and Concentration
0000/4300

Strategy/Activity 2.4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

We will purchase additional books for the library to provide a wide selection of fiction and non-fiction literature for students in grades K-8.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$8,000

Supplemental and Concentration
0000/4300

Strategy/Activity 2.5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

In order to promote reading, the school will offer an Accelerated Reading (AR) Store in which students can purchase rewards based on the number of AR points accumulated during established times.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2,000

Supplemental and Concentration
0000/4300 – Incentives \$500/Qtr

Strategy/Activity 2.6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support academic enrichment through programs such as Art.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$6,500

Supplemental and Concentration
0000/4300 - Supplies

Strategy/Activity 2.7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Assess school equipment given to each classroom, equipment for sports team at the junior high, and uniforms, update as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$12,000

Supplemental and Concentration
0000/4300

Strategy/Activity 2.8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Maintain contract with ICOE to supplement Health & Wellness positions: Speech Therapist, School Nurse, School Psychologist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$135,185

SPED; Base
6512/5800 \$47,815 SPED
6500/5800 \$36,725 SPED
0000/5800 \$50,645 Base

Strategy/Activity 2.9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide basic necessity supplies for Foster Youth and students under the McKinney Vento programs as needed:
Transportation and Supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$20,000

Supplemental and Concentration
\$15,000 Transportation 0000/5710
\$ 5,000 Supplies 0000/4300

Strategy/Activity 2.10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Hire a principal who will focus on coordinating extracurricular activities and on supporting staff and students with school-wide discipline issues.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$81,869

Base
\$63,957 – Salaries 0000/1900
\$17,912 – Benefits 0000/3000

Strategy/Activity 2.11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue articulation with Brawley High School District to create a transition plan for 8th grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1,000

Supplemental and Concentration
0000/4300 - Supplies

Strategy/Activity 2.12

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Conduct a survey (staff, parents and students) to identify needs pertaining to safety and supervision. Based on data gathered from the feedback from multiple stakeholders, we will refine and implement a safety plan. The implementation will be closely monitored to ensure an environment free from physical and psychological harm.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$8,000

Supplemental and Concentration
0000/4300 – Supplies/Copies

Strategy/Activity 2.13

Students to be Served by this Strategy/Activity

School Plan for Student Achievement Instructions|

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

All

Strategy/Activity

Maintain and update facilities as needed per results of the FIT, as a Williams School. Communication will be provided to all stakeholders to inform of the projects done.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$20,000

Base
0000/8100/4380 – repairs/replace items needed to stay compliant

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Actions and services for this goal were generally implemented as planned. The school counselor provided lessons and other services in which the focus was character education and bullying prevention. The information was also presented to parents and classified and certificated staff.

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

One of the challenges that we continue to have is that we continue to receive referrals that describe behaviors that show that students have a difficult time in terms of self-control and respect. Part of our challenge is helping students develop positive self-regard based on the values such as responsibility, honesty, and kindness and on faith in their own capacity for goodness. The tools and approaches used/implemented to meet this goal are initiatives of effective practices as seen in the most current literature in the field. Our approach has been proactive and sustained. We understand that action learning is effective, but we have also adopted a reflective approach to guide our actions. Through the implementation of the actions under goal 2, we have learned that

techniques by themselves (practices) are just tools that would not give maximum dividend unless the team reflects on how action are implemented and what the data states in terms of outcomes. Therefore, the overall effectiveness of the actions under goal 2 are positive as we are not just doing things, we are reflecting on doing. Anecdotal data has been collected which shows that parents, students, and other stakeholders like and see the benefits of the practices under this goal.

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

There was no material difference between the budget and the LCAP. The biggest differences were seen when there were expenditures not foreseen in terms of the Safety Plan components and the need to invest in infrastructure designed to provide a safe environment as requested by stakeholders.

2.8 Salaries were higher than what we originally budgeted. MOU created by Imperial County Office of Education

2.9 The amount presented under the actual expenditures shows the transportation that was provided to McKinney Vento students.

2.12 Based on the feedback from stakeholders during the evaluation the following items had to be purchased which were not initially budgeted.

- * Contracted with Envision company to compile Safety Plan
- * We paid Attorney fees for board policies, required for safety plan, to be updated.
- * We purchased and installed an office gate to be able to control traffic entering the main office and campus.
- * Provided professional development in the area of safety regulations to staff.
- * Had to install a cashier window unit tempered with clear glass with a speak-through unit.
- * Monitor, three cameras, and speaker for main office.
- * Twenty-seven cameras and camera signs that will be displayed around campus to increase security.
- * Snacks and water were placed in each classroom for Emergencies in which students have to remain in the classroom due to a lockdown.
- * Two electrical gates (cafeteria area and bus area) to control access of any trucks that need to deliver products to our school.

2.13 This action shows the actual cost for the repairs needed for the 2018-2019 school year. Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 3

Increase communication among all stakeholders (e.g., Teachers, Students, Administrators, Counselors, Parents, and other support personnel).

Identified Need

One need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Information System Survey Section	<p>Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities.</p> <p>Document at least one home visit per week, or 35 per year.</p>	<p>Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities.</p> <p>Document an increase of home visits as compared to the previous year.</p>
Parent Involvement	<p>Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities.</p> <p>Hold at least three (3) LCAP Sessions and increase percentage of unduplicated parents to 15% or higher.</p>	<p>Collect survey results from at least 90% of the parents that address school atmosphere and parent involvement opportunities.</p> <p>Hold at least three (3) LCAP Sessions and increase percentage.</p>
Certificated and Classified Staff Survey	<p>Number of People surveyed 100 percent in 2018.</p>	<p>Number of People that will be surveyed will be greater than the previous year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Healthy Kid Survey and School Climate Survey Grades 3 through 8</p>	<p>Annual California Healthy Kids Survey will be administered.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>	<p>California Healthy Kids Survey will be administered every other year.</p> <p>School Climate Survey completed by students in grades 3 through 8.</p>

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

Strategy/Activity 3.1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Maintain Parent Communication in a variety of ways: yearlong calendars for each family, fliers posted around town, marquee maintenance. The district's school website will be reviewed (with the feedback of teachers and parents) to ensure that it is user friendly when navigating all components. Parents will receive training on how to retrieve students grades through a Parent Portal. We will continue paying the licenses to maintain our phone system. A Parent/School Compact will be revised to identify how we can work together with parents to help children achieve the state's high academic standards. This document will be the focus of conversations at parent-teacher conferences throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$9,000

Supplemental and Concentration
0000/4300
\$5,000 – Maintain Licenses
\$2,000 – Fliers
\$2,000 – Maintain Marquee

Strategy/Activity 3.2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$3,000

Supplemental and Concentration

Amount(s)

Source(s)

	0000/4300 Supplies/Fliers

Strategy/Activity 3.3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

In order to best inform parents and students about students' achievement level, we have created standard-based report cards and we will review our current grading and retention policies. Ongoing professional development in the areas of how to create grade books, progress notices, and complete comments in these documents. In addition, grading and retention policies will be reviewed and revised as applicable. Teachers and parents will be a crucial part of this process. In order to ensure an effective transition, parents will be trained to learn how to access online students records in terms of grades and attendance. In addition, parents will receive information about attendance, grading, what their child(ren) are expected to learn in terms of the grade level California Common Core Standards, and retention policies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$3,000

Supplemental and Concentration
0000/4300 Supplies for trainings/renewal of report cards

Strategy/Activity 3.4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide professional development to certificated and classified staff, parents, and students on school-wide discipline plan, positive behavior interventions, and safety expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,350	Supplemental and Concentration \$3,000 - 1000 \$2,000- 2000 \$1,050-3000 \$ 500 - 4300 \$ 800 - 5800

Strategy/Activity 3.5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Our current discipline plan will be revised. New revised referral forms will be created. This plan will identify classroom rules, playground rules, cafeteria rules that are appropriate. They will be well publicized, consistently enforced, and nondiscriminatory. This plan will consider the due process of all students which they are entitled to receive. We will continue focusing on implementing learning activities that promote the: (1) Restorative Justice Approach; (2) Circle of Friends; and (3) Corrective Action.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,000	Supplemental and Concentration \$5,000 outside services 0000/5800 \$2,000 supplies 0000/4300

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The actions and services under goal 3 describe effective research based and research proven practices. Through a comprehensive evaluation process completed with the local county office of education designed for district improvement purposes, it was identified that some refinement of monitoring practices needed to be in place. One of the conclusions was that we need to provide ongoing coaching for educators and other stakeholders to provide support in terms of implementing effective practices.

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

We attempt to continue our current practices to maintain clear communication among stakeholders. We continue to listen to feedback from teachers and parents about areas of improvement. Our goal is to maintain good solid organizational communication that eliminates barriers; resolve problems and builds stronger workplace relationships for increased productivity. During the course of this year we have had multiple challenges as we initiated the implementation of the activities. These challenges have been as a result of the mechanical level in terms of implementation. This approach was effective as we were able to accomplish other goals and targets described in Goals 1, 2, and 3. Anecdotal data from all stakeholders help us understand the challenges faced during implementation and we made and continue to make modifications to better implement the action as well as to better equip the people implementing these actions to better serve our students and parents.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There was no material difference between the budget and the LCAP. The biggest differences were when the cost of an action was higher than the amount initially budgeted. In other instances, we were able to implement it in a creative way that did not require any expenditure.

3.1 The amount budgeted for this action was not sufficient as the district decided to print monthly calendars in color and fees for copier machines had a slight increase.

3.2 Resources for parents were created to serve as a tool that they could use at home to support the academic need of their child (ren). This extra cost was not calculated in the initial budgeted amount for this action.

3.3 We had initially thought that we were going to have to pay for the support from the program that hosts our report cards, but all additional support did not have an additional cost.

3.5 Referral forms had to be photocopied the cost of paper, ink as well as the license for the copier machine had a higher cost that what we have initially budgeted.

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

Any changes will be determined under the new administration that will join the Westmorland Union Elementary School District on July 1, 2019.

Budget Summary

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: 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 School Plan for Student Achievement Instructions]

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/guidanceuseinvestment.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/guidanceuseinvestment.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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