Table of Contents

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.
Annual Gallup Student Survey (5th-8th Grade Students)
Annual Gallup Parent Survey
Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys.

In May, 2020 Parent Gallup Survey- Baseline- Total Number of Parents Responding to the Gallup Parent Survey was 146.
Fully Engaged 42 %

and assessments. Instructional strategies support the needs of EL students (visuals, hands-on, vocabulary development, etc.).
Interventions:Instructional technology supports students at their instructional level (adaptive technology such as STMath and Smarty Ants).
Social & Emotional Learning: Students developing communication skills through partner work and cooperative group activities.
Focus on social skills such as problem-solving, teamwork, respect for self and others, Zones of Regulation, Growth Mindset. Implementation of Sanford Harmony Social and Emotional curriculum.
Staff consistently has positive communication with students.
Students help and support each other.
Teachers are supportive of students and their needs.
Academics: Students are engaged in learning through hands-on activities, experiments, investigations, and make real-world connections to learning.
Technology supports students' academic needs (adaptive technology).
Focus on core subjects (ELA, Math, Science & Social
Studies) as well as District initiatives (STEM, WOW, Coding, Presentation Literacy).

The Observational Protocol for Teachers of English Learners (OPTEL) is an observational protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2020 - 2021 school year.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:
Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices
Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement
Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation
Summative Evaluation: CVUSD Certificated Appraisal From is completed and turned into Personnel Department by May 15th

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students.
Teachers pull small groups of students based on their academic needs to provide intensive and targeted support.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by William's ESEA requirements.

(ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and need. The language acquisition process is addressed in two ways, through designated language opportunities, where language acquisition is the focus, and in integrated language opportunities, where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with the School Site Council and used in the final development of the SPSA prior to the approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on June 7, 2023, was the accumulating input meeting when the SPSA was approved.
The SSC meetings focus on overall academic and social-emotional welfare for all of our students, site safety, and fiscal needs. The site's focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community, and secure a path toward it. This is accomplished through a continuous site improvement focus where sub-groups analyze data. Site data is analyzed for areas of growth and need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We define an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The site staff meets multiple times throughout the year to gather input on goals, monitor progress, and discuss action items. They also poll students to gather qualitative and quantitative data for the Site Needs Assessment.

Resource Inequities

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

The Supplemental Concentration allocation limits the amount of collaboration release time that we are able to provide. An instructional coach for language arts and mathematics would be beneficial to assist teachers with strategies for data analysis and instructional groupings. According to the June Iready data 65 % of the students were grade level in Language Arts and 63% of the students were at grade level in Mathematics.

For the 23-24 SY, Vista Grande is in ATSI based on the California Dashboard Chronic Absenteeism indicator for the following student groups: Asian, Two or More Races. Although Chronic Absenteeism is a large focus for our site, we have found these two groups are disproportionally absent compared to their peers. Our school counselor and attendance team will be working to support students and families with attending school in order to ensure academic success.

School and Student Performance Data

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.5%	0.70%	0.65%	3	4	4
Asian	3.9%	5.59%	5.2%	23	32	32
Filipino	0.2%	0.17%	0.16%	1	1	1
Hispanic/Latino	14.6%	15.03%	16.42%	86	86	101
Pacific Islander	1.0%	1.22%	1.3%	6	7	8
White	65.4%	63.99%	63.74%	386	366	392
Multiple/No Response	3.4%	3.32%	2.76%	20	19	17
			Total Enrollment	590	572	615

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard	
	20-21	21-22	22-23	20-21 20-21	21-22	22-23	20-21	

School and Student Performance Data

% Sta

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	102		0	102		0	102		0.0	100.0	
Grade 4	106	99		0	97		0	97		0.0	98.0	
Grade 5	83	77		0	77		0	77		0.0	100.0	
All Grades	288	278		0	276		0	276		0.0	99.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2451.			24.51			37.25			22.55			15.69	
Grade 4		2484.			24.74			27.84			29.90			17.53	
Grade 5		2492.			11.69			31.17			22.08			35.06	
All Grades	N/A	N/A	N/A		21.01			32.25			25.00			21.74	

Written Language Percentage of Students at Each Performance Level for All Students								
Grade Level	Level 4			Level 3			Level 2	Level 1	Total Number of Students
	[illegible]	[illegible]	22-23	20-21	21-22	22-23			

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	5.00		85.71	80.00		9.52	15.00		21	20	
1	19.05	14.29		66.67	14.29		14.29	71.43		21	14	
2	9.09	6.25		63.64	81.25		27.27	12.50		11	16	
3	0.00	0.00		36.36	41.67		63.64	58.33		11	12	
4	20.00	7.69		44.00	61.54		36.00	30.77		25	13	
5	35.71	9.09		42.86	54.55		21.43	36.36		14	22	
All Grades	15.53	7.22		58.25	57.73		26.21	35.05		103	97	

Conclusions based on this data:

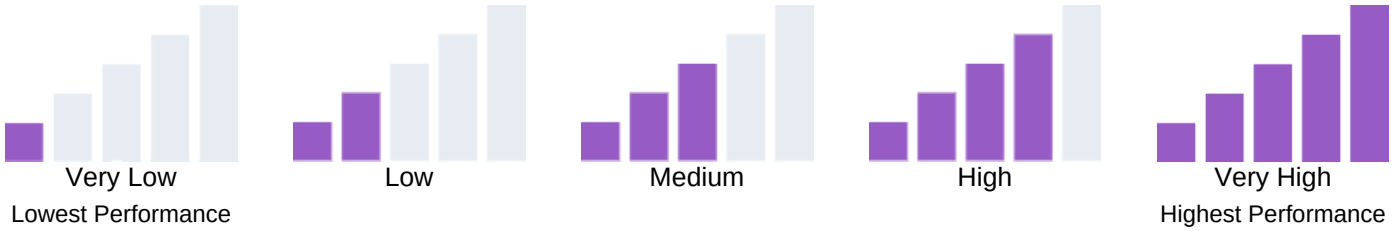
1. Vista Grande continues to have a diverse student population with 33.4% Socioeconomically Disadvantaged and 18.7 % English Learners (refer to Student Enrollment Data).
2. The Socioeconomically Disadvantaged student population is 191 students or 33.1%. With the number of families identified within the criteria, Vista Grande will provide both a Breakfast and Lunch program for our students.
3. Students with disabilities are 12.2% of the total enrollment and continue to be a student group that has identified need with academic performance.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Medium		
English Learner Progress: Medium		

Conclusions based on this data:

1. In respect to the conditions and climate of the school, the Suspension Rate is at a Very Low status level.
2. Chronic absenteeism is marked at the High Level. Teachers will continue to develop integrated units of study that increase engagement and support individual and personalized intervention plans in an effort to increase student attendance.

Data for our ATSI identified Asians and Students of Two or More races as having high chronic absenteeism for this subgroup of students. Our staff will work with students and their families to identify reasons for chronic absenteeism and identify support and services for students. Teachers will have the support of their principal, counselor, and District resources as they analyze data, design and adjust interventions and deliver effective instruction.

3. For academic performance, the status of English Learner Progress and Mathematic are both at Medium while English Language Arts is Low.

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 5 Students		Very Low 0% suspended at least one day 32 Students	No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 1.1% suspended at least one day 89 Students	Very Low 0% suspended at least one day 79 Students	No Performance Level Less than 11 Students 7 Students	Very Low 0.5% suspended at least one day 379 Students

Conclusions based on this data:

1.

2.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	24	47	35
Tier 3 % of students (Two or More Grade Levels Below)	13	20	13

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	52	57
Tier 3 % of students (Two or More Grade Levels Below)	29	43	29

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	26	49	43
Tier 3 % of students (Two or More Grade Levels Below)	22	27	17

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	38	54	41

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	7	50	30
	Tier 3 % of students (Two or More Grade Levels Below)	13	12	9
Black or African American	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	23	45	36
	Tier 3 % of students (Two or More Grade Levels Below)	14	21	13

Conclusions based on this data:

1. Vista Grande continues to demonstrate improvement between each trimester. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 19%.
2. Our student group with the highest performance was Socioeconomically Disadvantaged. Based on this data, an identified need is continued targeted intervention for this group. English Learners and Students with Disabilities had low performance. Specific professional learning on how to help these groups is a need.
3. After diagnostic #2 English Learner students in Tier 1 moved from 5% to 14%. Based on this data, an identified need is identifying specific skills through progress monitoring and analyzing data in order support our English Learner students with improving their reading skills.

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	27	48	32

22-23 Math Diagnostic Assessments

Race/Ethnicity	

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

Teachers will provide students with instruction and opportunities to develop their strengths, interests, and values through the World of Work, Robotics/Coding, and Presentation Literacy.

All students will engage in a Modern Curriculum that will prepare them for the World of Work based on their strengths, interests, and values. By June 2024, 90% of all students in Grades K-5 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work.

In addition, we will increase our student engagement score by 2%. By June 2024, we will decrease our chronic absenteeism by 2% for our Asian and Two or More Races student groups by ensuring each student on campus has an adult mentor.

Identified Need

After analyzing our school's Gallup Student Data, our lowest performing engagement metric was "At this school, I get to do what I do best every day (3.70). An identified need is to create a strength-based classroom that celebrates an environment where students can achieve their best selves. Increasing engagement in the classroom will lower chronic absenteeism, which currently is at 16%, as per the California Accountability Dashboard. In addition, with higher engagement comes higher performance in academic standards.

Based on our annual gallup student survey, the overall engagement means was 4.2. We looking into our engagement metrics, we found the two areas with the lowest areas were "At this school, I get to do what I do best everyday" and "In the last seven days, I have learned something interesting at school." Based on this data, an identified need to better invest in knowing our students deeply in order to personalize curriculum and connect with strong relationships.

As mentioned previously, we have identified a large need in our chronic absenteeism. Through strong relationships and relevant classroom instruction, we hope to lower absenteeism sitewide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Beable RIASEC Interest Survey	Beable RIASEC Career Interest Survey 2022-2023	By June 2024, every grade level will increase completion

1,559	S/C 4000-4999: Books And Supplies
3,500	S/C 1000-1999: Certificated Personnel Salaries Collaboration stipends / swing subs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will participate educational excursions to engage in a modern curriculum based on their strengths, interests, and values.

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)
2,260	S/C 4000-4999: Books And Supplies
3,650	S/C 7000-7439: Other Outgo Educational Excursions

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Students of Two or More Races and Asian

Strategy/Activity

To increase student engagement, counselors will provide resources to families to improve student attendance. Counselor will also create and coordinate leadership opportunities and incentives for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,386	S/C 1000-1999: Certificated Personnel Salaries School Counselor

2,683	S/C 4000-4999: Books And Supplies Awards and Incentives

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will support students through our school-wide social and emotional learning curriculum, Sanford Harmony, positive behavior supports, Zones of Regulation, Character Education, and Growth Mindset.
Counselors will provide small-group social and emotional learning support and individualized support.
After-school collaboration and Staff PD around Sanford Harmony and SEL activities.

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.

3,000	S/C 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Campus Aides will provide positive supervision during lunchtime to ensure a peaceful environment.
Student Peace Patrol to ensure a safe and peaceful environment during arrival, recess, and dismissal.

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.

3,000	

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.

We will continue to add parent engagement opportunities offered by our counselors, PTA and other staff members.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	As of June 2023, 63% of students are at or above grade level on Diagnostic #3 in Math.	
iReady Diagnostic Assessment Data: English Learners • 70% of students at or above grade level.	As of June 2023, 32% of students are at or above grade level on Diagnostic #3 in Math and 33 % in Reading.	By June 2024, 80% of EL students will make one year's growth (typical growth).
iReady Diagnostic Assessment Data: Special Education • 70% of students at or above grade level.	As of June 2023, 38% of students are at or above grade level on Diagnostic #3 in Math and 41% in Reading.	By June 2024, 80% of students will make one year's growth (typical growth) in math and reading.
iReady Diagnostic Assessment Data: Economically Disadvantaged • Percentage of students at or above grade level.	As of June 2023, 56% of students are at or above grade level on Diagnostic #3 in Math and 52% in Reading.	By June 2024, 80% of students will make one year's growth (typical growth) in math and reading.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table,1 0r 3T EMC Q q 1 0 0 1 0 361.17700195 cm /P <</MCID 28 >> BDC BT /FAAAAJ 12 Tf 1 0 0 -1 0 11

	1000-1999: Certificated Personnel Salaries Collaboration and Swing Subs
1,500	S/C 1000-1999: Certificated Personnel Salaries Collaboration and data review

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional materials and resources will support the implementation of Blended Learning and targeted instructional intervention:
Intervention Materials
Enrichment materials/resources

Proposed Expenditures for this Strategy/Activity

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our sites focus in Goal 3 was developing a comprehensive literacy plan that ensures all students make their “typical growth” by the end of the year. As of diagnostic #2, 60% of students are on track to make typical growth, which is a 8% increase from last year at this time.

We attribute this growth to our professional learning and collaboration around literacy, increased attendance rates, and our adaptive programs.

Although our growth is higher that last year, we are still not on track to meet our goal of 70% by the end of the year. As we continue to plan for the 22-23 school year, these student groups will need additional support moving forward.

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

Due to sub shortages, we needed to shift money that was previously allocated for teacher release and collaboration. This money was reallocated to educational excursions to support students with hands on learning and connecting classroom content to real world experiences.

Budgeted Funds and Expenditures in this Plan

Goal 1	24,038.00
Goal 2	26,627.00
Goal 3	25,385.00

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

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.

Educational Partner 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.

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable

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 Punt oA5mmgse1gh15 >>G5o summr.o2aies to achihe tisrd, analyze whetness of

- 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.

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 Educational Partner 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

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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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