student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

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Comprehensive Needs Assessment Components

Data Analysis

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountabilit-1(eration)-m-1(fsses)-1(sment, anddTf 1 25

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

During the 20-21 school year, district priority standards were identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also joined the Literacy Project which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meeting, release time, Additional Planning Time

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math
[Add additional intervention programs]

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.
Based on this data, identified needs are….

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional support for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELA Teacher Toolbox and Online Lessons
iReady Math Teacher Toolbox and Online Lessons
Adaptive Programs (ST Math, Khan Academy, Beable)
School Counselor
Community Liaison
Special Education Classroom Assistant

[What specific interventions do you have on site?]
Additional Resources needed….

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments (Quantitative Data & Qualitative Data)
Science of Reading, LETRS Training
Barton Reading and Spelling System

Additional Resources needed….

Parental Engagement

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

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

Additional Resources needed…

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:
Instructional Coach
School Counselor
Community/Parent Liaison
Bilingual Facilitator
Newcomer Teacher
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)
Support Teachers
After-school Tutoring

Additional Resources needed…

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students				
Grade Level	# of Students Enrolled	# of Students Tested	# of Students with	% of Enrolled Students
	20-21			

School and Student Performance Data

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	124	129		0	125		0	125		0.0	96.9	
Grade 4	130	127		0	122		0	122		0.0	96.1	
Grade 5	120	132		0	128		0	128		0.0	97.0	
All Grades	374	388		0	375		0	375		0.0	96.6	

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population
Total

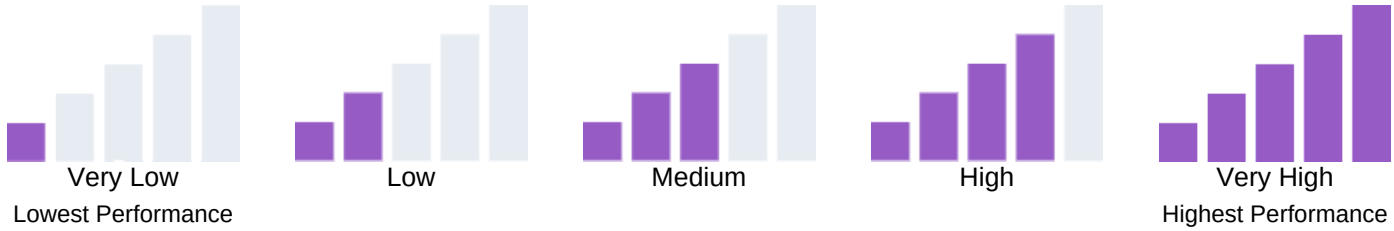
Conclusions based on this data:

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: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. The data shows academic performance in ELA remains very low, therefore an identified need is a focus on Language Arts instruction and development through Nat Geo and the introduction of Heggerty..
2. The data shows students at Naranca perform at a low level in mathematics, an identified need is a focus on Mathematic instruction, CGI training, and math development.

3. The data shows Chronic Absenteeism is very high at Naranca, an identified need is increase communication home about the importance of consistent school attendance, including increasing home visits.

School and Student Performance Data

Academic Performance
English Language Arts

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

School and Student Performance Data

Academic Performance

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Very High
50% Chronically Absent
98 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low 0% suspended at least one day 98 Students	No Performance Level Less than 11 Students 1 Student	Low 1% suspended at least one day 100 Students	No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 0.3% suspended at least one day 292 Students	Very Low 0% suspended at least one day 39 Students	No Performance Level Less than 11 Students 4 Students	Very Low 0.4% suspended at least one day 285 Students

Conclusions based on this data:

1. Based on the 2021/22 data, suspension rates are low among all groups but highest amongst foster youth, students with disabilities, and Asians. An identified need is increased counseling support to offer techniques for regulating emotions and strategies for appropriately responding to triggering situations.
2. There has been an increase in overall suspensions during the 2022/23 school year. An identified need is to make

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)	37	37	37
Tier 3 % of students			

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	59	66	58

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)	34	27	25
	Tier 3 % of students (Two or More Grade Levels Below)	47	67	63
Black or African American	Tier 2 % of students (One Grade Level Below)	39	41	31
	Tier 3 % of students (Two or More Grade Levels Below)	34	50	47
Native H000011 Tm 0 g	Tier 2 % of students (One Grade Level Below)	--	--	--

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math 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)	46	38	42
Tier 3 % of students (Two or More Grade Levels Below)	31	57	48

22-23 Math 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)	47	30	39
Tier 3 % of students (Two or More Grade Levels Below)	37	69	58

22-23 Math Diagnostic Assessments

Student with Disabilities	Diagnostic #3

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	41	42	44
	Tier 3 % of students (Two or More Grade Levels Below)	28	53	43

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 8%. Based on this data, an identified need is analysis of the iready data to create individualized instruction and goal setting.
2. Our White student group has over 45% in Tier 2. Based on this data, an identified need is focused small group instruction and monitor progress data bi monthly.
3. 48% of our overall student population performed in Tier 2. Based on this data, an identified need is intensive and purposeful small group instruction.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	56	41	3
19-20 Parent Survey	46	47	7
20-21 Parent Survey	41	53	6
21-22 Parent Survey	54	39	7

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.56	100	
I feel proud to be a parent at my child's school.	4.62	100	
This school is perfect for my child.	4.42	100	

Conclusions based on this data:

1. An identified need is to actively engage more Naranca families as we have 46% reporting they are indifferent or actively disengaged based on the 21-22 Gallup Parent Survey.
2. An identified need is to discern what a parent deems a perfect school for their child through small group meetings and surveys.
3. An identified need is to reach out to families via survey, meetings, etc.. to get feedback on individual student and family needs.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	67%	19%	14%
19-20 Student Survey	57%	43%	0%
20-21 Student Survey	63%	--	--
21-22 Student Survey	72%	--	--

Gallup Student Engagement Items

2021-22 Mean Scores	Naranca Elementary Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.16	3.89
At this school, I get to do what I do best every day	3.73	3.55
My teachers make me feel my schoolwork is important	4.32	4.01
I feel safe in this school.	4.10	3.84
I have fun at school.	4.17	3.77
I have a best friend at school	4.63	4.44
In the last seven days, someone has told me I have done good work at school.	3.65	3.58
In the last seven days, I have learned something interesting at school.	4.31	3.82
The adults at my school care about me.	4.15	3.91
I have at least one teacher who makes me excited about the future.	4.34	4.02

Naranca Elementary

Conclusions based on this data:

1. According to the data, the percentages of students actively engaged rose 9% 20/21 to 21/22 but it is still and area of growth as 28% still identify as indifferent or actively disengaged.

2. Of the engagement items, "In the last seven days, someone has told8627452 0.9529s 0 G 0.5 w 251.75d 46 ABC E

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom Observations - Targeted Designated ELD and Language Acquisition	In 21/22,100% of teachers had designated ELD in their schedules. In 22/23,100% of teachers had designated ELD in their schedules.	By 23/24, 100% of teachers will continue to have designated ELD in their schedules but will collaborate with other content to seamless connections. Designated ELD will connect with the modern curriculum as measured by classroom observations. One intervention teacher will serve as a specialized ELD teacher for each grade level to reduce group sizes.
# of LTELS	In 22/23,100In 22/23,100% of tea	

school. Part of the root case was a 50% increase in the number of students attending Naranca, including adding 6th grade.

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

Child care was reduced due to allowing parents to bring their younger children with them to visit classrooms. Field trips have resumed and each grade has participated in at least one excursion this year as well as Biz Town for 5th graders.

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.

Changes will not be made to the current strategies.

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

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2024, Naranca will increase parent, staff, and student engagement by 15% as measured by the annual Gallup surveys. Starting the 2023/24 school year, all classrooms will implement a social-emotional curriculum daily for 15 minutes to start each day. By June 2024, our chronic absenteeism will decrease by 15% with specific focus on Hispanic-Latino, student with disabilities, and two or more races subgroup. By June 2024, suspension of all students will remain below 2%, with a continued focus on decreasing suspension for Hispanic-Latino, student with disabilities, and two or more races subgroup.

Identified Need

After reviewing our annual Gallup Data, the California Dashboard, and local data in our needs assessment there are a few areas of need for the 2023-2024 school year:

In the May 2023 Parent Gallup Survey, 44% reported being Fully Engaged. This left more than half of our parent community who reported being Indifferent or Actively Disengaged. There is a high need for parents to participate in our Gallup survey in order to truly understand the needs of our parents and community as we had only 146 participants, up from 72 participants in May 2022.

As of May 2023 Student Gallup Survey, 42% were Fully Engaged again leaving more than half of our student population in the Indifferent or Disengaged category.

In the School and Performance Data section of the California Dashboard, our site scored high or very high in Chronic Absenteeism in all subgroups. We also have a 43.7% absenteeism rate for Hispanic or Latinos and 32.0% of those who identify as two or more races population are chronically absent.

Referrals and suspension have significantly increased as enrollment increased and 6th grade was added leading Naranca to need to put a heavier focus on leadership and ambassador roles through ASB, broadcast, student-driven clubs, and activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referral Data: AP Log Type:Fighting	20/21 37 hands-on referrals 21/22 136 22/23 288	23/24 Decrease the amount of hands on referrals by 15% as measured by the AP LOG
Chronic Absenteeism: Sub Group: Students with Disabilities Two or More Races Hispanic	22/23 41.9% 32.0% 43.7%	23/24 Decrease absenteeism in all categories by 15% as measured by district attendance data.
Suspension: Overall number of students: Highest: Half were identified as Hispanic or Latino	21/22 1 100% suspended at least once 20/21 14 (11 in school and 3 out) 2 suspended multiple times	23/24 Maintain or zero out the Students with Disabilities suspension rate as measured by district suspension reporting.
Counselor notes: # Kids in groups:	20/21 76 21/22 120 22/23 70	23/24 125 students will be served in groups and 100% served by classroom lessons to support behavior and socio-emotional learning

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.

Strategy/Activity

Naranca staff, including our community liaisons, will increase parent connection to the school community, as well as, to their child's educational experience in order for parents to be able to support their child socially, emotionally, and academically. We will achieve this through:
*A school-wide International event (This will focus on empowering our EL communities to feel Naranca is a place of acceptance and understanding)
*Grade level parent activities personalized to the student
*Increasing parent contact regarding student's individualized needs

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)
31234	Title I 2000-2999: Classified Personnel Salaries Classified Salary & Benefits : Community Liaisons

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.

No changes.

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

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students at or above grade level Percent of students meeting their individual stretch growth goals	above grade level on Diagnostic #2 in Reading. As of February 2022, 6% of English Learners are at or above grade level on Diagnostic #2 in Math. As of February 2022, 74% of English Learners were “on track” to make typical growth by the end of the year in Reading.	above grade level on Diagnostic #2 in Reading. By February 2024, 10% of English Learners will be at or above grade level in Math. On Diagnostic #3 in 2024, 10% of English Learners will reach their stretch growth goals in Reading.
CAASP Overall Achievement ELA: Raading	On the 21/22 CAASPP Assessment, 21.82% of all students are at or above grade level in ELA.	On the 23/24 CAASPP Assessment, 33% of all students are near or met grade level in the Reading domain.
CAASP Overall Achievement: English Learners	On the 21/22 CAASPP Assessment, 23.52% of those who identify two or more races were at or above grade level in ELA.	On the 23/24 CAASPP Assessment, 30% of of those who identify two or more races were at or above grade level in ELA.
California Dashboard: ELPI Levels	Based on the Fall 2021 Dashboard, 32% of English Language Learners grew from Moderately developed to the well-developed range for overall language development.	Based on Fall 2023 ELPAC data, 37% of English Language Learners will fall in the Moderately developed to well-developed range for overall language development.

Complete a copy of the Strategy/ActiwT EMC Q q 1 0 0 1 0 467249o2 Q q 1 0 0 1 0 467249o2 Q q 1 0 0 1 0

Proposed Expenditures for this Strategy/Activity

[redacted] art, as

Amount(s)	Source(s)
176,491	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
10000	S/C 1000-1999: Certificated Personnel Salaries Teacher release for professional development and collaboration.

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)

Fully implemented all strategies and activities with fidelity however, the beginning of the year it was challenging for coach, facilitator and LLIT to support students when they needed to cover classrooms due to high number of absences without district sub coverage.

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 added a a dedicated intervention teacher this past year to support the significant amount of learning loss at our site incurred over the pandemic.

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.

No changes.

Budgeted Funds and Expenditures in this Plan

2000-2999: Classified Personnel Salaries	S/C	6,000.00
4000-4999: Books And Supplies	S/C	25,000.00
5000-5999: Services And Other		

School Site Council Membership

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

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.

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.

Educational Partner 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

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.

- u 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 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 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Additional Targeted Support and Improvement

A school identified for ATSI shall: