

# 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
Renaissance Academy	43-69369-0107763	May 4, 2021	June 10, 2021

## Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to align district and school goals. In addition, it is our intention to use our resources in a way that will maximize our chances to accomplish our stated goals.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Renaissance administers the ARUSD coordinated Panorama survey to students, parents, and staff. The purpose of the Panorama survey is to provide staff and school leadership with student, parent, and staff input regarding stakeholder perception of school climate and student social emotional learning. The Panorama survey also provides all who complete it with an opportunity to reflect upon core aspects of the school community and their role and contribution towards the school community.

Spring 2021 Student Climate Survey Results (249 responses)

Climate of Support for Academic Learning: 92% favorable (+4 compared to Fall 2019)

Knowledge and Fairness of Discipline, Rules and Norms: 86% favorable (+6 compared to Fall 2019)

Sense of Belonging (School Connectedness): 74% favorable (+3 compared to Fall 2019)

Safety: 81% favorable (+17 compared to Fall 2019)

Spring 2021 Student SEL Skills Survey (256 responses)

Self-Management: 73% favorable (-5% compared to Fall 2019)

Growth Mindset: 68% favorable (-2% compared to Fall 2019)

Social Awareness: 66% favorable (-2% compared to Fall 2019)

Self-Efficacy: 56% favorable (-2% compared to Fall 2019)

Spring 2021 Parent Survey Results (84 responses)

After School Programs: 99% favorable (-1% compared to Spring 2020)

Climate of Support for Academic Learning: 100% favorable (+2% compared to Spring 2020)

Sense of Belonging (School Connectedness): 99% favorable (+2 compared to Spring 2020)

Knowledge and Fairness of Discipline, Rules and Norms: 100% favorable (+4% compared to Spring 2020)

Safety: 94% favorable: (+2% compared to Spring 2020)

Fall 2019 Staff Survey (17 responses)

Climate of Support for Academic Learning: 100% favorable (no change compared to Fall 2019)

Sense of Belonging (School Connectedness): 97% favorable (-1% compared to Fall 2019)

Knowledge and Fairness of Discipline, Rules and Norms: 100% favorable (+2% compared to Fall 2019)

Safety: 98% favorable (+11% compared to Fall 2019)

## Classroom Observations

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

The global pandemic and distance learning has impacted our typical approach towards classroom observations which include the following:

1. Classroom walkthroughs are conducted regularly. Site administrators conduct two formal observations for each teacher who is being evaluated. Additionally, site administrators visit all classrooms monthly.
2. Teachers are encouraged to complete peer observations. Instructional coaches and administrators provide selected teachers the opportunity to observe their colleagues teach.
3. The foci of classroom observations is differentiation and use of technology as a teaching and learning tool.

This year students received all of their instruction through distance learning. Classroom observations have been conducted virtually when permitted. The foci of classroom observations has been on the implementation of social emotional learning and student engagement.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Renaissance Academy has adopted a data-informed cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement. Renaissance uses multiple data systems. These platforms allow teachers to access their students' performance data (CAASPP, ELPAC, Fastbridge, course grades, and other local assessments) so that they can determine which students are performing at grade level and mastering the state content standards within each subject area. Teachers use this data to inform their lessons and classroom instruction. Teachers use this data to determine the types of additional support and intervention programs specific students will benefit from.

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

- Illuminate Data, Data Zone, CA Dashboard, gradebook in eSchool Plus
- Locally Created Standards-Based Benchmark (formative) Assessments
- Standards-based weekly practice assignments

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have access to SB472 training on State Board of Education-adopted instructional materials, Constructing Meaning training, and nationally acclaimed conferences specific to teachers' content area.

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

We have a comprehensive staff development initiative that focuses on using effective, research-based instructional strategies with our ELD students in all subject areas.

Renaissance teachers participate in voluntary weekly collaboration sessions. During collaboration time, teachers address the needs and performance of English Language Learners, and both content area and grade level topics.

During collaboration time teachers discuss and share EL strategies, analyze student work, analyze assessment data, and plan standards-based lessons.

Within each content area teachers work collaboratively to identify essential standards and “I can...” statements which are used to guide teaching and student assessment.

Teachers in all content areas pursue subject area specific trainings, workshops, and professional development opportunities.

In alignment with our core value of wellness, teachers are provided with opportunities to engage in professional development centered on cultivation emotional resilience.

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

Ongoing instructional assistance is provided by the principals and VILs coaches. In addition, teachers participating in the New Teacher Induction program meet weekly with a district-assigned instructional coach.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Renaissance Academy staff meets 35 times per year for informational, grade level and department meetings. Teachers collaborate monthly by departments and weekly by grade level teams.

## Teaching and Learning

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

Content area teachers collaborate weekly to plan and revise units of study based on the state standards and locally identified essential standards. These meetings allow teachers to coordinate the instruction of the standards according to grade level, and to address specific student populations, such as ELD and Special Ed. Content area teachers create local pacing guides to ensure all content and state standards are covered over the course of a school year. The school year is divided into three trimesters and each trimester is 12 weeks. Throughout units of instruction formative assessments are administered.

Grade level teachers collaborate weekly to review student performance and to address grade-level issues and projects. Grade level teachers share their findings of student mastery of content and performance standards to determine each student’s needs when creating learning plans. Individual student needs that are documented in IEPs, 504 Plans, and SST documents, are considered when designing and facilitating instruction.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At Renaissance Academy students receive 320 minutes of weekly instruction in three content areas: math, social studies, and language arts. Students receive 240 minutes of instruction each week in science. Instruction in science and social studies is designed and intended to reinforce skills and content standards from language arts. Teachers have identified specific English Language Arts content standards that are used to support instruction in social studies and science. Science instruction supplements and reinforces math instruction when applicable.

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

Teachers create local pacing guides (scope and sequence), which are reviewed annually and modified when necessary. Teachers differentiate during core instructional time and run specific intervention activities to support targeted students. In addition, teachers facilitate small-group instruction to support select students.

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

District adopted materials are available to all students in all content areas.  
To support speaking and writing, Renaissance is implementing Constructing Meaning across the curriculum.  
Teachers seek out and incorporate additional standards-based supplemental materials and activities to support their instruction.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Renaissance Academy uses State Board of Education-adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

At the start of the school year, teachers review students CAASPP score history and instruction is delivered and monitored according to specific student needs.

Each teacher is aware of student's ELPAC levels and differentiates instruction and assignments to better serve and support these students.

Teachers have adopted grading practices that are rooted in principles of equity. Course grades are a reflection of students' mastery of essential standards. Grades are used to track student learning and to provide students, their parents, and all teachers with feedback.

Learner-led conferences are held two times each year for all students. Additional conferences are held for students who are in need of more support. During conferences the student, parent(s), and teacher meet to review the student's work, grades, CAASPP scores, and individual learning plan.

The school counselor works with every grade level to provide academic counseling support, motivating students to achieve higher standards. Every class at Renaissance has received academic counseling services via our counselor. Students are aware of the amount of credits and GPA needed to be prepared for the next grade level.

Under performing students are given priority admission to Citizen Schools, our extended learning day program. In Citizen Schools students receive targeted homework support and participate in enrichment opportunities.

#### Evidence-based educational practices to raise student achievement

Heterogeneously grouped cohorts/classes of students for core content instruction.  
Depth of Knowledge  
ELD strategies which include GLAD, SDAIE, and Constructing Meaning strategies.  
Instructional strategies emphasized in Zaretta Hammond's book, Culturally Responsive Teaching and The Brain  
Grading practices emphasized in Joe Feldman's book, Grading for Equity  
Emotional resilience practices emphasized in Elena Aguilar's book, Onward.

## Parental Engagement

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

Instructional coach provides coaching support to classroom teachers and supports with the implementation of the Verizon Innovative Learning schools program.

Part-time (50%) school counselor who monitors student academic progress and conferences with students regularly regarding their academic performance and college entrance (A to G) requirements.

Counselor coordinates with outside counseling service agencies to provide additional counseling support to select students.

Community liaison helps strengthen parent and teacher partnerships and provides interpretation and translation support when needed.

A Student Success Team (SST), when initiated by a concerned teacher, will meet to review the academic and behavior needs of students.

A family handbook is provided for all students and parents.

Parent trainings are provided by the district to help parents to support their children's academic progress.

The Citizen Schools program provides enrichment activities as well as Homework Center support.

Home Access Center (HAC) allows parents to access their child's assignment and course grades online.

A health aide provides health services to students.

ARUSD website and Renaissance Academy website which provide updated information and links to various resources to students, parents, and staff

School-Linked Services coordinators provide targeted support for McKinney-Vento families and other families in need based on district or school referral.

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, community representatives, classroom teachers, other school personnel, and students were involved in the planning, implementation, and evaluation of consolidated application programs, and were involved in drafting the Renaissance Single Plan for Student Achievement.

#### Funding

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

Targeted small group support outside of student instructional hours.

Additional ELD for English learners.

A minimum of two learner-led conferences each school year

Investing in technology as an instructional aide for students

Comprehensive professional development for all staff in the areas of reading, writing, math, and ELD.

Comprehensive collaboration for all staff

Three Learner-Led Conferences each school year

#### Fiscal support (EPC)

The essential program components (EPC) are provided through general, Title I, and LCAP. These funds are supplemented by a grant from Verizon which has enhanced the technology capability at our school site. These funds, although essential and supportive, are not adequate to provide a program that meets the needs of every student.

## 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**

Throughout the school year, the school gathers input from key stakeholder groups (i.e. students, parents, staff). The school also distributes Panorama Education surveys twice a year to students, parents, and staff. This helps us monitor and gain insights about stakeholder perception about school culture. This information is reviewed and analyzed in order to be incorporated and reflected in

the SPSA. The School Site Council, which consists of the principal, certificated staff, classified staff, and parents, convenes at least six times each school year to review and discuss the goals established by the SPSA, and to approve any modifications requested.

## Resource Inequities

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

Our needs assessment revealed there are students and groups of students who are in need of additional resources and interventions to be positioned to achieve their full human potential. Our state testing metrics reveal that students with disabilities and English learners need additional targeted support in the development of mathematics and literacy skills. In addition, many students within our community are in need of more robust and targeted social emotional learning supports and counseling and therapy services. We are attempting to prioritize these areas as we move forward with our work but ultimately we need increased funding and resources to do this work.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.34%	0.3%		1	1
African American	1.3%	0.34%	0.7%	4	1	2
Asian	17.21%	16.61%	18.7%	53	49	55
Filipino	3.25%	3.73%	4.8%	10	11	14
Hispanic/Latino	75.65%	76.61%	74.2%	233	226	218
Pacific Islander	0.32%	0%	%	1	0	
White	0.65%	0.68%	0.3%	2	2	1
Multiple/No Response	%	0%	1.0%		5	3
Total Enrollment				308	295	294

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	104	96	97
Grade 7	101	105	94
Grade 8	103	94	103
Total Enrollment	308	295	294

### Conclusions based on this data:

1. As a small school of choice, we capped our enrollment at 93 students per grade level.
2. Our largest racial student population is Latinx (average of 77%).
3. Our second largest student subgroup is Asian (average of 17%).



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	53	57	64	17.2%	19.3%	21.8%
Fluent English Proficient (FEP)	178	171	170	57.8%	58.0%	57.8%
Reclassified Fluent English Proficient (RFEP)	16	4	5	40.0%	7.5%	8.8%

### Conclusions based on this data:

1. The number of students who classify as Reclassified Fluent English Proficient (RFEP) has decreased from 40% to 7.5%. This suggests it is more difficult for students to pass the ELPAC exam and to meet the eligibility criteria for reclassification.
2. The Fluent English Proficient group is our largest subgroup, close to 58% of our student population.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	100	95	102	99	93	100	99	93	100	99	97.9	98
Grade 7	97	101	95	96	101	94	96	101	94	99	100	98.9
Grade 8	98	96	101	98	94	100	98	94	99	100	97.9	99
All Grades	295	292	298	293	288	294	293	288	293	99.3	98.6	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2532.	2534.	2527.	18.18	12.90	18.00	36.36	43.01	37.00	27.27	26.88	16.00	18.18	17.20	29.00
Grade 7	2595.	2561.	2567.	22.92	20.79	22.34	45.83	37.62	31.91	25.00	21.78	26.60	6.25	19.80	19.15
Grade 8	2597.	2621.	2585.	25.51	24.47	23.23	36.73	55.32	31.31	26.53	13.83	33.33	11.22	6.38	12.12
All Grades	N/A	N/A	N/A	22.18	19.44	21.16	39.59	45.14	33.45	26.28	20.83	25.26	11.95	14.58	20.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.08	21.51	25.00	63.64	38.71	36.00	28.28	39.78	39.00
Grade 7	31.25	22.77	28.72	46.88	52.48	46.81	21.88	24.75	24.47
Grade 8	30.61	36.17	25.25	45.92	44.68	44.44	23.47	19.15	30.30
All Grades	23.21	26.74	26.28	52.22	45.49	42.32	24.57	27.78	31.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.26	25.81	31.00	53.54	58.06	49.00	20.20	16.13	20.00
Grade 7	45.83	38.61	32.98	48.96	48.51	47.87	5.21	12.87	19.15
Grade 8	38.78	45.74	38.38	50.00	50.00	48.48	11.22	4.26	13.13
All Grades	36.86	36.81	34.13	50.85	52.08	48.46	12.29	11.11	17.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.13	10.75	16.00	71.72	74.19	68.00	15.15	15.05	16.00
Grade 7	19.79	8.91	15.96	68.75	67.33	65.96	11.46	23.76	18.09
Grade 8	18.37	22.34	13.13	70.41	71.28	69.70	11.22	6.38	17.17
All Grades	17.06	13.89	15.02	70.31	70.83	67.92	12.63	15.28	17.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.26	34.41	30.00	59.60	52.69	48.00	14.14	12.90	22.00
Grade 7	54.17	31.68	34.04	40.63	50.50	55.32	5.21	17.82	10.64
Grade 8	44.90	57.45	29.29	41.84	36.17	54.55	13.27	6.38	16.16
All Grades	41.64	40.97	31.06	47.44	46.53	52.56	10.92	12.50	16.38

**Conclusions based on this data:**

1. Listening needs to be an increased area of focus. In 2019: 17% of our students performed below standard. 68% of our students performed at or near standard and 15% performed above standard in listening.
2. Reading needs to be an increased area of focus. In 2019: 31% of our students performed below standard. 42% of our students performed near standard and 26% performed above standard in reading.
3. Research/Inquiry and Writing were our greatest literacy-themed strengths. In 2019: 31% of our students performed above standard. ~50% of our students performed near standard and ~17% performed below standard.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	100	95	102	100	93	101	100	93	101	100	97.9	99
Grade 7	97	101	95	96	101	95	96	101	95	99	100	100
Grade 8	98	96	101	97	94	101	97	94	101	99	97.9	100
All Grades	295	292	298	293	288	297	293	288	297	99.3	98.6	99.7

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2552.	2508.	2512.	22.00	17.20	20.79	26.00	19.35	15.84	37.00	29.03	26.73	15.00	34.41	36.63
Grade 7	2613.	2535.	2503.	41.67	19.80	17.89	20.83	17.82	10.53	23.96	31.68	24.21	13.54	30.69	47.37
Grade 8	2593.	2624.	2572.	42.27	40.43	32.67	11.34	17.02	12.87	18.56	28.72	16.83	27.84	13.83	37.62
All Grades	N/A	N/A	N/A	35.15	25.69	23.91	19.45	18.06	13.13	26.62	29.86	22.56	18.77	26.39	40.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	33.00	24.73	26.73	45.00	33.33	27.72	22.00	41.94	45.54
Grade 7	51.04	26.73	22.11	29.17	35.64	22.11	19.79	37.62	55.79
Grade 8	44.33	45.74	38.61	22.68	32.98	22.77	32.99	21.28	38.61
All Grades	42.66	32.29	29.29	32.42	34.03	24.24	24.91	33.68	46.46

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.00	16.13	14.85	53.00	39.78	51.49	27.00	44.09	33.66
Grade 7	46.88	17.82	21.05	37.50	48.51	32.63	15.63	33.66	46.32
Grade 8	35.05	39.36	29.70	36.08	50.00	32.67	28.87	10.64	37.62
All Grades	33.79	24.31	21.89	42.32	46.18	39.06	23.89	29.51	39.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	27.00	15.05	21.78	56.00	45.16	43.56	17.00	39.78	34.65
Grade 7	45.83	15.84	13.68	45.83	60.40	51.58	8.33	23.76	34.74
Grade 8	34.02	44.68	26.73	43.30	43.62	46.53	22.68	11.70	26.73
All Grades	35.49	25.00	20.88	48.46	50.00	47.14	16.04	25.00	31.99

**Conclusions based on this data:**

1. In 2019; 37% of our students met or exceeded grade level standards in mathematics.
2. In 2019; Concepts and Procedures is the claim area in which the highest percentage of our students (29%) found success and the highest percentage of our students (47%) were below standard.
3. In 2019; Communicating Reasoning is the claim area where the lowest percentage of our students (21%) found success and the lowest percentage of our students (32%) were below standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1540.7	1518.5	1550.1	1522.2	1531.1	1514.0	11	22
Grade 7	1539.6	1527.3	1534.7	1527.0	1544.0	1527.0	13	16
Grade 8	*	1513.3	*	1516.8	*	1509.3	*	11
All Grades							34	49

Overall 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	9.09	*	59.09	*	18.18		13.64	11	22
7	*	12.50	*	43.75	*	25.00	*	18.75	13	16
8	*	0.00	*	45.45	*	18.18		36.36	*	11
All Grades	32.35	8.16	50.00	51.02	*	20.41	*	20.41	34	49

Oral 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	54.55	*	27.27		4.55		13.64	11	22
7	*	31.25	*	50.00	*	0.00	*	18.75	13	16
8	*	36.36	*	18.18		18.18		27.27	*	11
All Grades	67.65	42.86	*	32.65	*	6.12	*	18.37	34	49

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	4.55	*	77.27	*	18.18	11	22
7	*	6.25	*	12.50	*	50.00	*	31.25	13	16
8	*	0.00	*	9.09	*	54.55	*	36.36	*	11
All Grades	*	2.04	35.29	8.16	*	63.27	*	26.53	34	49

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.64	*	72.73	*	13.64	11	22
7	*	0.00	*	62.50	*	37.50	13	16
8	*	0.00	*	81.82		18.18	*	11
All Grades	32.35	6.12	61.76	71.43	*	22.45	34	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	63.64	*	22.73		13.64	11	22
7	*	62.50	*	25.00	*	12.50	13	16
8	*	45.45	*	27.27		27.27	*	11
All Grades	85.29	59.18	*	24.49	*	16.33	34	49

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	27.27	*	72.73	11	22
7	*	0.00	*	43.75	*	56.25	13	16
8	*	0.00	*	45.45	*	54.55	*	11
All Grades	*	0.00	35.29	36.73	44.12	63.27	34	49

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		18.18	100.00	68.18		13.64	11	22
7	*	6.25	84.62	87.50	*	6.25	13	16
8	*	0.00	*	63.64		36.36	*	11
All Grades	*	10.20	88.24	73.47	*	16.33	34	49

#### Conclusions based on this data:

1. In 2019, the majority of Renaissance students (51%) who took the ELPAC scored at a level 3.
2. In 2019, students performed best in the speaking domain, where 59% of students performed at the well-developed area.

3. In 2019, our greatest opportunity for growth is in the reading domain, where 64% of our students scored at the beginning level.



# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
295	82.7	19.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	19.3
Socioeconomically Disadvantaged	244	82.7
Students with Disabilities	24	8.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	1	0.3
Asian	49	16.6
Filipino	11	3.7
Hispanic	226	76.6
Two or More Races	5	1.7
White	2	0.7

### Conclusions based on this data:





1. A significant number of our students are classified as socioeconomically disadvantaged (82%).
2. The largest ethnic student subgroup is Hispanic (76%).
3. 17% of our students are English Learners.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. The CA Dashboard rates Renaissance in the middle performance band (yellow) in ELA and Chronic Absenteeism.
2. The CA Dashboard rates Renaissance in the second lowest performance band (orange) in Mathematics and Suspension Rate.

# School and Student Performance Data

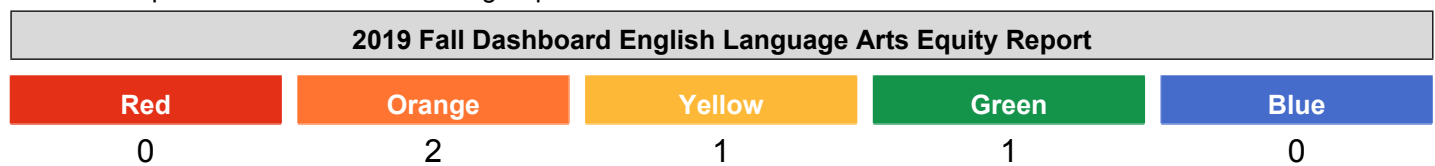
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Yellow	 Orange		 No Performance Color		
9.2 points above standard	42.6 points below standard		0 Students		
Declined -14.2 points	Declined Significantly -27.7 points				
297	135				
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color	 Yellow		 No Performance Color		
0 Students	1.1 points above standard		94.9 points below standard		
	Declined Significantly -15.9 points		Increased Significantly ++17.3 points		
	244		30		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Green 68.6 points above standard Declined Significantly -30.8 points 51	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Hispanic</b>  Orange 7.8 points below standard Declined -11.1 points 224	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 96.8 points below standard Increased Significantly ++26.7 points 46	<b>Reclassified English Learners</b> 14.5 points below standard Declined Significantly -19.9 points 89	<b>English Only</b> 18.6 points above standard Declined -11.6 points 73
--	---	--

#### Conclusions based on this data:

- Based on the 2019 CAASPP ELA data, the performance level declined significantly for students classified as English learners, and socioeconomically disadvantaged, and among Asian students.
- Based on the 2019 CAASPP ELA data by race and ethnicity, Hispanic students experienced a decline in performance.

# School and Student Performance Data

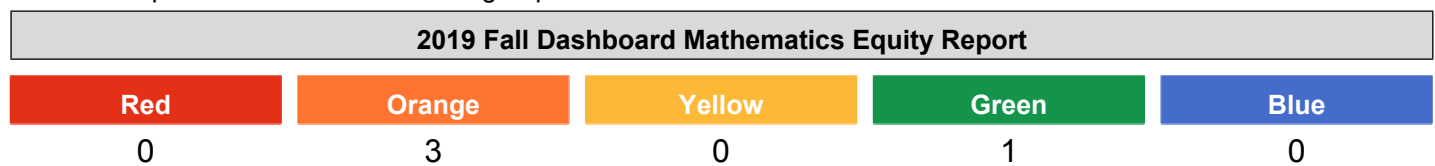
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).





The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 35.5 points below standard Declined Significantly -24.3 points 298	<b>English Learners</b>  Orange 91.5 points below standard Declined Significantly -37.1 points 136	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Orange 48.9 points below standard Declined Significantly -24.4 points 245	<b>Students with Disabilities</b>  No Performance Color 135.2 points below standard Increased ++4.9 points 31

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  Green 63.6 points above standard Declined Significantly -43 points 52	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Hispanic</b>  Orange 64.8 points below standard Declined Significantly -22.4 points 224	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 147.4 points below standard Declined -7.2 points 47	<b>Reclassified English Learners</b> 62 points below standard Declined Significantly -23.4 points 89	<b>English Only</b> 32.8 points below standard Declined Significantly -24.3 points 73
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#### Conclusions based on this data:

- Based on the 2019 CAASPP Math data, the performance level declined significantly in multiple categories: Hispanic, Asian, Socioeconomically Disadvantaged, and English Learners. This applies to the performance for All Students as well.
- Based on the 2019 CAASPP Math data, students who are Hispanic, Socioeconomically Disadvantaged, or are English learners are performing in the second lowest tier (orange).

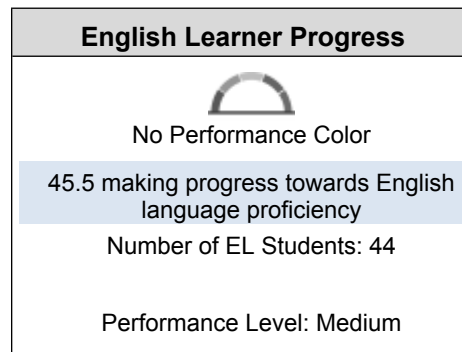
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2.2	52.2	2.2	43.1

#### Conclusions based on this data:

1. On the 2019 ELPAC 45% of the students who took the ELPAC earned a score that demonstrated that they were making progress towards English language proficiency.
2. On the 2019 ELPAC 19 of our students increased at least one ELPI level.
3. On the 2019 ELPAC 1 of our students decreased an ELPI level.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.



# School and Student Performance Data

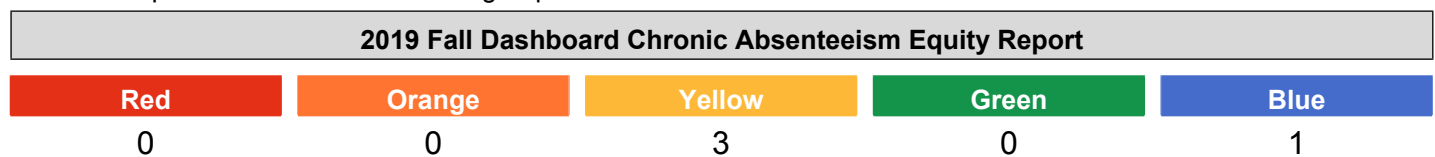
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 6.1 Maintained -0.2 311	<b>English Learners</b>  Yellow 10.7 Declined -0.6 56	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Socioeconomically Disadvantaged</b>  Yellow 7 Maintained +0.4 258	<b>Students with Disabilities</b>  No Performance Color 14.3 Increased +10.7 35

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Blue 0 Maintained 0 53	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Hispanic</b>  Yellow 7.6 Maintained +0.3 236	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

#### Conclusions based on this data:

1. Comparing chronic absenteeism data between 2018 and 2019 reveals there is no statistically significant change in either direction in any category.
2. Based on the 2019 CA Dashboard, Renaissance performs in the middle level (yellow) with respect to chronic absenteeism in the following categories: Hispanic, Socioeconomically Disadvantaged, and English Learners.
3. Based on the 2019 CA Dashboard, Renaissance performs at the highest level (blue) with respect to chronic absenteeism among students who identify as Asian.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

# School and Student Performance Data

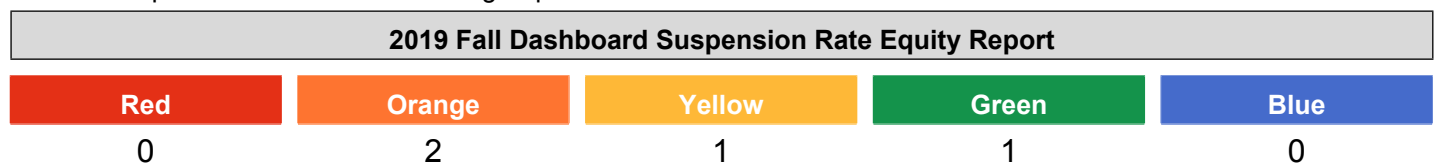
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

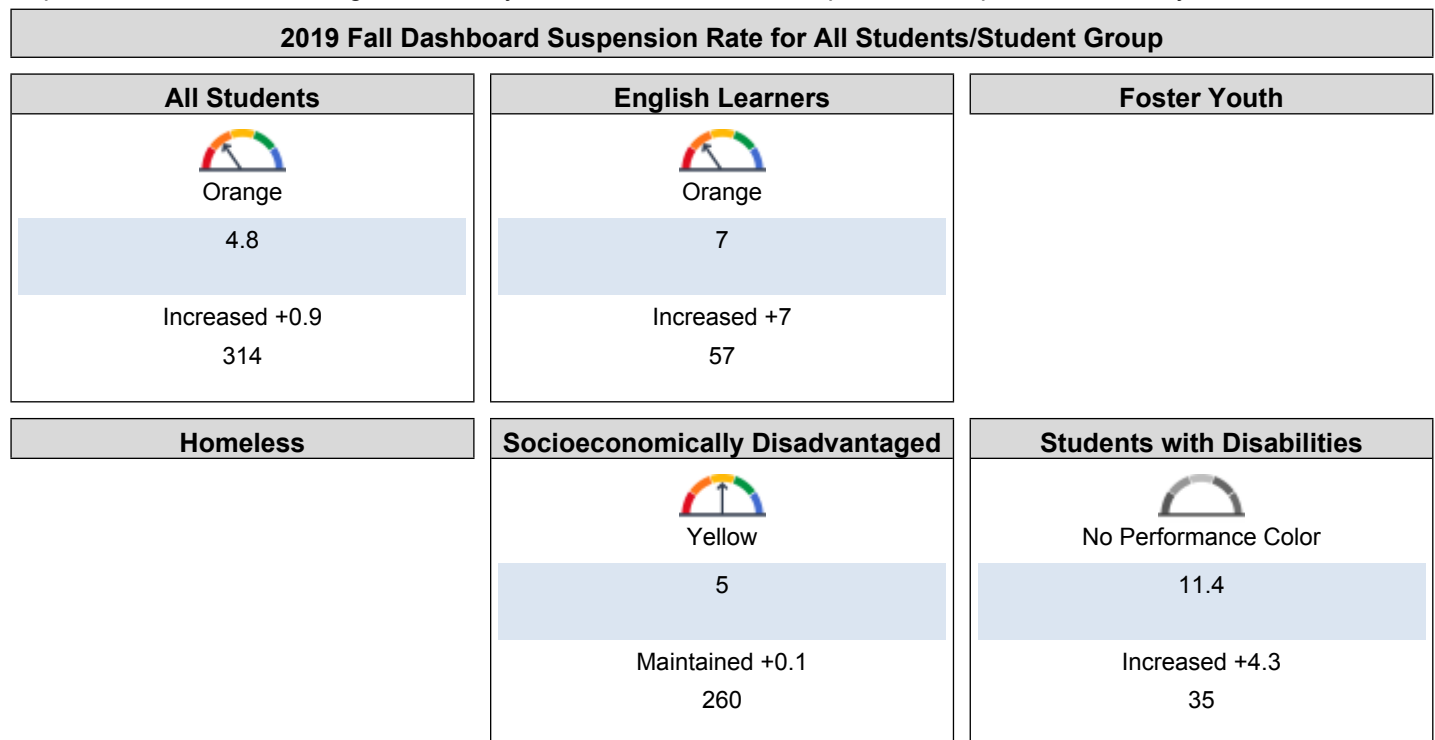
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5	<b>Asian</b>  Green 1.9 Maintained -0.2 53	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 10
<b>Hispanic</b>  Orange 5 Increased +0.4 239	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 5	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  No Performance Color Less than 11 Students - Data 2

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.9	4.8

#### Conclusions based on this data:

1. Based on 2019 suspension data, an increase in suspensions for students classified as English learners was most significant (+7).
2. Based on the CA Dashboard student suspension rating in 2019 at Renaissance was in the second lowest band (orange) in service to students classified as Hispanic and English learners.
3. Based on the CA Dashboard student suspension rating in 2019 at Renaissance was in the second highest band (green) in service to students classified as Asian.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century.

## Goal 1

Strengthen students' reading and math skills.

## Identified Need

Of the ELA SBAC claims a variety of literacy skills are measured: reading, listening, writing, and research/inquiry. Analysis of SBAC, course letter grades, and local assessment data show that reading is an essential skill for student success. Creating a school culture that values reading could support students with being excited about and interested in reading.

In math students need support in building their number sense skills, reading and analyzing data, and navigating complex word problems and performance tasks that are text-heavy.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21 Fastbridge aReading average student scale score	Between the fall and winter Fastbridge assessments the average scale scores for aReading: RAF6: 509-->512 = +3 RAF7: 519-->521 = +2 RAF8: 529-->531 = +2	The average scale score will increase by +5 points between fall and winter assessment
2019 SBAC Reading Claim	26% of students are above standard	31% of students are above standard
2019 SBAC Communicating Reasoning (Demonstrating ability to support mathematical conclusions)	21% of students are above standard	26% of students are above standard
2020-21 ELA and Math Letter Grade Distribution	52% (math) and 51% (ELA) of students are performing at or above standard over T1 & T2	60% of students are performing at or above standard over T1 & T2
2020-21 Fastbridge aMath average student scale score	Between the fall and winter Fastbridge assessments the average scale scores for aMath: RAF6: 214-->216 = +2 RAF7: 220-->220 = +0	The average scale score will increase by +5 points between fall and winter assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	RAF8: 223-->223 = +0	

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

Citizen Schools will provide:

1. at least 1 hour of homework support daily
2. an opportunity for students to stay for a 2nd hour of homework support
3. procedures for teachers to pull students out to work in teacher-directed classrooms

### 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)

District Funded

## 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

Supporting students through intervention, family communication, teacher collaboration, and professional development.

1. Teachers running a summer bridge program for incoming students.
2. Teachers will coordinate Learner-led Conferences for all students two times each school year. Teachers will coordinate a third Learner-Led Conference for all students who have below a "C" in a class during the third trimester.
3. Teacher collaboration for purposes of sharing teaching practices & standards and for developing shared assessments & curriculum.
4. Teachers to attend professional learning sessions and workshops.
5. Teachers to facilitated targeted interventions for English learners, students with IEPs, and chronically under performing students.
6. Teachers to facilitate homework centers/support sessions.

### 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)

33000.00

Source(s)

Title I

### 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

Verizon Innovative Learning School (VILs) Teacher on Special Assignment (TOSA) will provide professional development and coaching support.

### 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)

13000.00

Source(s)

Title I

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

Teachers will use materials, supplies, subscriptions and technology to reinforce CCSS instruction/learning. (i.e.: paper, manipulatives, lab equipment, chapter books)

### 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)

8250.00

Source(s)

LCFF Supplemental/Concentration



7168.00	Title I

### Strategy/Activity 5

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

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

All Students

#### Strategy/Activity

Substitute teachers will be hired to release teachers to collaborate and to conduct peer 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)
1000.00	LCFF Supplemental/Concentration
0	Title I

### Strategy/Activity 6

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

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

All Students

#### Strategy/Activity

Teachers will have the opportunity to attend professional development/learning that is designed to help them grow their instructional and professional skills.

#### 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)
2000.00	Title I

### Strategy/Activity 7

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

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

All Students

Strategy/Activity

Provide students with the resources needed to think critically and explore concepts in lab science courses.

**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)

2000.00

Source(s)

Title I

**Strategy/Activity 8**

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

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

All Students

Strategy/Activity

Teachers and administrators will plan and coordinate field/study trips to reinforce student learning of CCSS.

**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)

6000.00

Source(s)

LCFF Supplemental/Concentration

**Strategy/Activity 9**

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

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

All Students

Strategy/Activity

Provide students with the materials and resources they need to engage in projects that will help in expanding their creativity and skills in the area of visual arts.

**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)

1000.00

Source(s)

Title I

## Strategy/Activity 10

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

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

All Students

Strategy/Activity

Provide students with the resources and experiences they need to support their development as musicians: instruments and or performance resources.

### 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)

1000.00

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2020-21

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 CA Dashboard reveals that we experienced a decline in student performance in ELA SBAC between 2018 and 2019. Our most vulnerable populations of students (English learners, socioeconomically disadvantaged, and Hispanic) experienced the most notable decline. Given that we delivered 100% of instruction via distance learning this year, and that synchronous instructional minutes are shortened in comparison to in-person learning (240 minutes per day), we have come to rely upon Fastbridge as shorter assessments that communicate progress and potential learning loss. Reviewing this data this year and the following year will give us a better idea about overall student progress.

Chronically under-performing students and students impacted by a variety of equity factors (i.e. English Learner, socioeconomically disadvantaged) were given priority for Citizen Schools support, after-school interventions, and learner-led conferencing. The majority of the funding under this goal were dedicated to increasing student engagement and addressing educational equity issues. While exposure to these resources seemed to be helpful in engaging the students better, the positive results are not available in the form of CAASPP performance data.

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 utilized some of our funding for online subscriptions (i.e. Peardeck) and virtual professional development (i.e. Bright Morning) focused on cultivating emotional resilience .

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 have preserved the state testing metric as a point of data analysis. In addition, we have added our district's local common assessment, Fastbridge aReading and aMath. In addition, we will examine letter grades/marks in ELA and math. Our goal has been broadened from a direct focus on literacy to a focus on reading and mathematics.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

## Goal 2

English learners will make progress towards English language proficiency as measured by the ELPAC.

## Identified Need

2020 Summative Overall ELPAC data

Total of 50 students in the data set

10% (5) of students scored at level 1

20% (10) Of students scored at level 2

48% (24) of students scored at level 3

22% (11) of students scored at level 4

2019 Summative Overall ELPAC data (p. 14):

Total of 49 students in the data set

20% of students scored at level 1

20% of students scored at level 2

51% of students scored at level 3

8% of students scored at level 4

Based on 2019 ELPAC Summative overall data (p. 23):

Total of 44 EL students in the data set

1 student decreased one ELPI Level

23 students maintained ELPI levels 1-3

1 student maintained ELPI level 4

19 students progressed at least one ELPI level

Students need to demonstrate proficiency based on four criteria in order to be reclassified:

- Local assessment: progress on aReading Fastbridge assessments
- State assessment (ELPAC): 4+ overall, and 2+ in all of the four categories (reading, listening, speaking, writing)
- Teacher recommendation\
- Parent approval

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CA Dashboard English  
Learning Progress Indicator

2019: 45% of students making  
progress towards English  
language proficiency

2022: 50% making progress  
towards English language  
proficiency

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)

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)

District Funded

### Strategy/Activity 2

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

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

English Learners

Strategy/Activity

Provide opportunities for ELD teachers to collaborate.

#### 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)

0.00

Title I

(Included in School Goal 1, Strategy 2 and 5)

0.00

LCFF Supplemental/Concentration

(Included in School Goal 1, Strategy 2 and 5)

0.00

District Funded

### Strategy/Activity 3

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

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

English Learners

Strategy/Activity

Teach designated ELD class for all EL 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)

2 Teachers (0.2 FTE)  
District Funded

**Strategy/Activity 4**

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

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

English Learners

Strategy/Activity

Use supplemental resources to assist students in achieving English proficiency (i.e. English 3D materials, chapter books, audio recording devices, computer programs)

**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)

District Funded

**Strategy/Activity 5**

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

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

English Learners

Strategy/Activity

Promote professional development to of all teachers to provide integrated ELD support during content-area instruction.

**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)

District Funded

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

2019 is the first year that we administered and received ELPAC scores for English learners. Previously the CELDT was the official English proficiency test. The ELPAC seems to demonstrate a higher threshold for English proficiency. Providing students with designated ELD instruction was a foundational aspect of our effort to support English learners. Additionally, a focus on language development by using integrated ELD strategies and small group instruction through content area classes was a key lever.

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 significant disconnect between implementation and budget expenditures. Because this work is supported and largely funded through our district's central office, our program did not incur direct costs.

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.

Since the CA Dashboard has not yet been updated to reflect 2020 or 2021 ELPAC data, no changes have been made to this goal.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide all students and families a safe, welcoming and caring environment conducive to learning.

## Goal 3

Develop students' sense of belonging (school connectedness), safety, and self-efficacy.

## Identified Need

Renaissance focuses on developing students' knowledge and skills around our five core values: perseverance, advocacy, integrity, relationship, and wellness; and around our focus areas: arts, sciences, and social justice.

The Panorama Education Survey results indicate a need to support students' perception of school climate and social emotional learning (SEL) skills.

Spring 2021 Student Climate Survey Results (249 responses)

Climate of Support for Academic Learning: 92% favorable (+4 compared to Fall 2019)

Knowledge and Fairness of Discipline, Rules and Norms: 86% favorable (+6 compared to Fall 2019)

Sense of Belonging (School Connectedness): 74% favorable (+3 compared to Fall 2019)

Safety: 81% favorable (+17 compared to Fall 2019)

Spring 2021 Student SEL Skills Survey (256 responses)

Self-Management: 73% favorable (-5% compared to Fall 2019)

Growth Mindset: 68% favorable (-2% compared to Fall 2019)

Social Awareness: 66% favorable (-2% compared to Fall 2019)

Self-Efficacy: 56% favorable (-2% compared to Fall 2019)

According to the data, students' sense of self efficacy was the lowest rated category. We believe that self-efficacy is crucial in a middle school setting and reflects students' ability to engage effectively with our core values, focus areas, and demonstrate overall well-being. We also believe that by focusing on self efficacy and our social justice program, we will be able to positively impact our students' overall SEL skills. In fostering students' ability to become independent learners we will foster their growth mindset around learning, their social awareness around issues that impact them and their community, and their skills in emotional regulation and positive decision making (self-management).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Education Surveys: Student Climate and SEL Skills	Sense of Belonging (School Connectedness): 74%	Sense of Belonging (School Connectedness): 79% favorable

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	favorable (+3 compared to Fall 2019) Safety: 81% favorable (+17 compared to Fall 2019) Self-Efficacy: 56% favorable (-2% compared to Fall 2019)	Safety: 86% favorable Self-Efficacy: 61% favorable

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

Content area teachers will integrate social justice topics into their content-area curriculum and lessons. Advisory teachers will explicitly teach the concept of social justice. Teachers will work in teams to plan and implement two academic exhibition projects in which students will communicate how their topic of study impacts society and people (social justice). Cohort teachers will discuss behavior expectations with their cohort in all common areas/classrooms.

### 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)

0

#### Source(s)

LCFF Supplemental/Concentration

## 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 be able to participate in a performing arts/theater program to build community, self-confidence, and enhance literacy and presentation skills.

### 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)
9000.00	Title I

**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**

Students will be rewarded for their academic achievements (i.e. honor roll ceremony, Renaissance gear)

**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)
6000.00	LCFF Supplemental/Concentration

**Strategy/Activity 4**

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

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

All Students

**Strategy/Activity**

School counselor will plan and coordinate community events, inviting professional presenters who make an impact on people and society (i.e. Career Day, resource fairs, classroom presentations, high school fair, student incentives.) Students will be challenged to make a connection between the work of professionals and how it relates to the concept of social justice.

School counselor will purchase materials and supplies that will help students cope with stress and focus (i.e stress balls, fidget tools, etc.)

**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)
-----------	-----------

1000.00

LCFF Supplemental/Concentration

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

School staff and students will grow and strengthen social emotional learning skills an restorative justice practices. This could include professional development opportunities and partnerships.

### 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)

1000.00

Source(s)

Title I

0

LCFF Supplemental/Concentration

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

Implement supports and initiatives that will serve to support the social and emotional needs of all students.

Coordinate and supervise counselor interns. (intern counselor will be paid a stipend each semester)

Coordinate individual and group counseling services with outside counseling agencies.

### 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)

2000.00

Source(s)

LCFF Supplemental/Concentration

## Strategy/Activity 7

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

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

All Students

### Strategy/Activity

Partnership with ASES provider to provide an extended learning day for a select group of our student population.

### 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)

## Strategy/Activity 8

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

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

All Students

### Strategy/Activity

Provide after school athletics programming: league dues, coach stipends, referee fees, facilities fees, transportation, uniforms, recognition, materials 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)

11,869.00

LCAP Central Sports Budgets

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Provide a week-long summer bridge program in August for all of our incoming 6th 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)

0.00

Source(s)

Title I

(Included in School Goal 1, Strategy 2)

## Strategy/Activity 10

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

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

All Students

Strategy/Activity

Provide students with an opportunity to participate in a variety of clubs and committees. Advisor(s) will be compensated with a stipend. Materials, supplies, and equipment may be purchased.

### 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)

0

Source(s)

Title I

(Included in School Goal 1, Strategy 2)

## Strategy/Activity 11

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

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

All Students

Strategy/Activity

Purchase furniture that will enhance the learning experience and environment.

### 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)

500.00

Source(s)

LCFF Supplemental/Concentration

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

All strategies were implemented and the Panorama survey data indicates that there was a positive impact on students' sense of belonging and safety at the school site.

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

Our goal includes factors that can be measured using the Panorama survey. Survey results indicate that it is important to focus on developing students SEL skills and perception of school climate. The target areas are sense of belonging, safety, and self-efficacy. To better align our work with regards to the goal, we allocated funds to support SEL and restorative justice practices.

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 have been no major changes made.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Engage stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

## Goal 4

Develop parent and staff sense of belonging and climate of support for academic learning.

## Identified Need

To best foster students' sense of belonging, safety, and self efficacy, we need to model a culture as adults where this is possible. Our adult community is inclusive of our school staff and our students' parents.

Spring 2021 Parent Survey Results (84 responses)

After School Programs: 99% favorable (-1% compared to Spring 2020)

Climate of Support for Academic Learning: 100% favorable (+2% compared to Spring 2020)

Sense of Belonging (School Connectedness): 99% favorable (+2 compared to Spring 2020)

Knowledge and Fairness of Discipline, Rules and Norms: 100% favorable (+4% compared to Spring 2020)

Safety: 94% favorable: (+2% compared to Spring 2020)

Fall 2019 Staff Survey (17 responses)

Climate of Support for Academic Learning: 100% favorable (no change compared to Fall 2019)

Sense of Belonging (School Connectedness): 97% favorable (-1% compared to Fall 2019)

Knowledge and Fairness of Discipline, Rules and Norms: 100% favorable (+2% compared to Fall 2019)

Safety: 98% favorable (+11% compared to Fall 2019)

Given that the adult communities role is to support our students academically, and social and emotionally, we believe it is important to 1) foster an environment where our adult team members feel strong connected and supported by one another (sense of belonging), and 2) support all adult team members with collaboration and communication around students' academic learning (climate of support for academic learning).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Ed Surveys: Parent and Staff Surveys	Parent survey data: Climate of Support for Academic Learning: 100% favorable (+2% compared to Spring 2020) Sense of Belonging (School Connectedness): 99%	Maintain or improve the baseline data.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>favorable (+2 compared to Spring 2020)</p> <p>Staff survey data:  Climate of Support for Academic Learning: 100% favorable (no change compared to Fall 2019)  Sense of Belonging (School Connectedness): 97% favorable (-1% compared to Fall 2019)</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 1

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

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

All Students

### Strategy/Activity

Parent participation hours will be logged and made available for parents to track using an online system.

### 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)

## 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

School will send weekly communication to parents to inform parents of school and district information.

### 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)
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**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**

Parents will be honored and recognized for the time that they contribute towards supporting the school.

**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)
0.00	Funded through school parent booster club.

**Strategy/Activity 4**

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

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

All students

**Strategy/Activity**

Office staff will provide additional support outside of the school day to enhance school to home communication.

**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)
2000.00	LCFF Supplemental/Concentration

**Strategy/Activity 5**

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

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

All Students

### Strategy/Activity

Materials and food for events (back to school bbq, parent cafe, etc.) that strengthen community and college-going culture.

### 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)

0.0

Source(s)

General Fund (program 2850)

### Strategy/Activity 6

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

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

All Students

### Strategy/Activity

Attend and coordinate recruitment and promotional events.

Materials and supplies will needed to be purchased to support with this effort.

### 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)

500.00

Source(s)

LCFF Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2020-21

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 metrics indicate we succeeded in achieving this goal. All strategies were implemented.

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

The strategy of tracking and reporting of parent participation was most difficult to implement due to the time required to record and report the data to parents. We are exploring a new parent hour tracking approach to enhance this system.

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 adjusted our goal to state specifically that we aim to develop parent and staff sense of belonging and climate of support for academic learning; this is a shift from stating generally that we aim to engage stakeholders in a positive school climate. By focusing on school connectedness and support for academic learning, this goal is better aligned with School Goals 1-3.

We adjusted a few of our strategies to meet this need. Regarding parent volunteer hours, we realized that we do not yet have a centralized way to share parents' current progress with meeting their goal of volunteering for 30+ hours. We will work on a centralized online system that can provide further transparency. Regarding outreach efforts, understanding that a number of families are primarily Spanish speakers, we will compensate designated office team members for working outside the school day to enhance school-to-home communication.

We also identified that while there is a high favorability rating from the parent survey, there is also limited parent participation/completion of this survey. We want to improve our parent participation/response rate.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

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

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

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)
	.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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)
-----------	-----------



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$66,883.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$108,287.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$69,168.00

Subtotal of additional federal funds included for this school: \$69,168.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCAP Central Sports Budgets	\$11,869.00
LCFF Supplemental/Concentration	\$27,250.00

Subtotal of state or local funds included for this school: \$39,119.00

Total of federal, state, and/or local funds for this school: \$108,287.00

## Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	69,168.00	0.00
LCFF Supplemental/Concentration	27,250.00	0.00
LCAP Central Sports Budgets	11,869.00	0.00

# School Site Council Membership

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

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

Name of Members	Role
Doug Kleinhenz	Principal
Sarah Kretovics	Other School Staff
Kaithlynn Sarmiento	Classroom Teacher
Andrea Morton	Classroom Teacher
Laura Hinsch	Classroom Teacher
Augustin Chaidez	Parent or Community Member
Ray Garcia	Parent or Community Member
Flor DeLeon-Jacobo	Parent or Community Member
Anna Ibarra	Parent or Community Member
Emma Tecpa	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
-----------	----------------------------------

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 4, 2021.

Attested:

Principal, Doug Kleinhenz on 6/14/2021
SSC Chairperson, Flor DeLeon-Jacobo on 6/14/21

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Developed by the California Department of Education, January 2019