School Year: **2021-22**

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
Ocala Middle School	43-69369-6089270	May 6, 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)

X 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 the district and school goals as well as allocating resources in a meaningful way that allows us 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).

An informational parent survey is used at the beginning, midpoint, and end of they year to gather input and give suggestions about the progress of Ocala. Smaller surveys are also conducted throughout the year at Parent Cafes and school events. Parents are asked about safety, academics, engagement, technology, and suggestions for Ocala. Additionally, in alignment with our partnerships with Verizon and Curated Pathways, additional student and staff surveys are conducted approximately every six weeks.

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 school administrators conduct regular classroom observations focused on classroom instruction in all classrooms. Feedback is provided to each teacher. Focus areas include PBL content, STEAM curriculum, CCSS, the integration of technology, and supports for ELs.

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)

As a part of their regular planning and collaboration time, Ocala staff uses data to plan and reflect in a systematic method.On a rotating schedule, teachers collaborate with both departments and grade levels to deepen their understanding of curriculum, instruction, assessment, and monitor student progress towards the acquisition of standards mastery. Teachers use a variety of assessments and CFU (checks for understanding) to inform instruction, including Illuminate, Fastbridge, NewsELA, and other applicable data. Teachers can access and analyze student data class wide, school wide, district or state wide (when relevant) to monitor student performance and goal attainment. This information guides the staff in their efforts to provide individualized instruction and the ability to differentiate learning for each student.

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

We use the following assessments to monitor for student achievement:
- Illuminate and Datazone
- ELPAC
- Fastbridge
- MobyMax
- Standards-Based Report Cards
- ELD Report Cards
- SMARTER Balanced Assessments
- PBL Performance Tasks
- Math Benchmark Assessments
- Trimester Writing Assessments

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

_The Principal is Assembly Bill (AB) 75/430 trained on State Board of Education adopted instructional materials. Teachers meet the guidelines of being highly qualified.

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

Teachers receive Professional Development in all district adopted curriculum, ELPAC, Smarter Balance Assessments, and district adopted technology components.

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

School-wide staff development is utilized at Ocala to maximize student and staff learning. Staff development is aligned with content standards, student assessment, school design, and professional needs. The Ocala Instructional Leadership Team develops and supports the school-wide implementation of the Theory of Action. The following Professional Development activities support our school best practices:

- The Administrators participate in District Level PLCs and appropriate PDs
- Teachers participate in school and district department and grade level PDs
- Teachers receive ongoing training in appropriate content areas
- School staff receives appropriate training for ELPAC
- School staff receives appropriate training for SBAC
- School staff receives appropriate training for STEAM, PBL, 21st Century Learning, and other related topics that support school wide STEAM design.

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

Ocala has instructional support for staff provided by Administrators, VILs, and appropriate District personnel.

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

Teachers meet weekly in grade level and/or department teams to ROCI and plan to best meet the needs of every student.

Teaching and Learning

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

To support the alignment of curriculum, instruction, and materials:

- Teachers submit weekly lesson plans that align with school goals
- Teachers work as grade levles and departments to develop trimester long PBL and STEAM units that embed the Design Thinking Process into the plans
- All teachers use appropriate district adopted curriculum
- Administrators monitor and give feedback on instruction using frequent classroom walkthroughs
- New teachers will participate in BTSA and Intern programs
- The hiring and evaluation of teachers is based on the CSTP standards
- Teachers are provided release time each trimester to collaborate

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

Ocala teachers adhere to the state allotment of recommended time for each content area and English Language Learners.

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

The appropriate master schedule is created to support the appropriate student supports and lesson pacing.

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

Ocala maintains an appropriate core curriculum to appropriately align with CCSS.

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

Ocala maintains an appropriate core curriculum to appropriately align with CCSS. All materials support our instructional program and standards-based model. In addition, parents receive copies of content standards appropriate to their child's grade level and the procedures used to evaluate their student's progress during parent/teacher conferences.

Opportunity and Equal Educational Access

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

Ocala provides intervention opportunities for reading, language arts, and math. Teachers use iReady, SBAC, ELPAC, Report Cards, short assessments, and teacher input to identify and support the needs of the students. Our intervention programs are as follows:

- In class differentiation and blended learning supports for reading, language arts, and math
- Push-in, pull out, and whole class support from City Year
- Flexible instructional grouping based on student needs and levels
- ELD embedded supports through CM strategies
- ELD pull out and push in supports
- Saturday Academies for both exceleration and support

Evidence-based educational practices to raise student achievement

- Teachers have all been trained through the BIE on Project Based Learning implementation and curriculum
- Teachers have been trained and will continue to be trained in CCSS, including the importance of Depth of Knowledge (DOK)
- The Administrators use CWTs to gather data to support and improve instructional practices
- Teachers use Constructed Meaning to support integrated ELD support during instruction

Parental Engagement

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

Parents area crucial part of the success at Ocala and we work very hard to support our families and have them be an important part of our school success. The following resources are in place for our families:

- School Linked Services (SLS)
- Parent University
- Active Parenting Workshops
- Monthly Parent Cafes
- Frequently updates website that lists available resources
- District Parent Conferences and Workshops
- English Language Advisory Committee
- SPARC
- School Site Council meetings
- Student Study Teams to use a team effort to support student success
- Community Events every trimester (BTSN, STEAM Night, Exhibition Night)
- Parent/Teacher Conferences
- City Year After School Support

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)

All stakeholders were involved in making recommendations for the Ocala School Plan.

Funding

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

Ocala provides the following categorically funded services to enable under-performing students to meet CCS standards.
- Effective implementation of Homework Centers at Ocala focused on the needs of at-risk students.
- EIA, Title 1 and Title III funds are used to help fund the school's "Technology/Resource" position; which focuses on supporting low-achieving students.
- One of the district's literacy coach, resource teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal based on length of time in the district's ELD program through district PLCs

After School/Before School Intervention Classes are held from October through April.

Fiscal support (EPC)

The school receives Supplemental and Concentration funds (LCAP) and Categorical funds (Title I & Title III)

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 schoolyear, the school gathers important input from key stakeholder groups (i.e. students, staff, families). Throughout the year all parties complete surveys as well as offer input through in person meetings to help monitor school climate and culture. The data is collected and regularly reviewed by ILT, PBIS, and SSC. This information is then incorporated and reflected in the SPSA.

Resource Inequities

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

Our data indicates that the majority of our chronic absenteeism and suspensions are occurring with our SELPA students and on a less significant level our SPED students. Consequently, specific programming adjustments and budgetary considerations need to be made in order to intentionally support these subgroups. The pandemic has added the need for additional supports for students who are struggling to connect to/participate in school due to trauma or social emotional needs, there will be the need for both SEL work and trauma informed practices to create school that are healing centers moving forward.

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	0.67%	0.22%	0.2%	3	1	1
African American	0.89%	1.77%	1.4%	4	8	6
Asian	11.8%	11.28%	11.0%	53	51	47
Filipino	3.12%	4.87%	6.1%	14	22	26
Hispanic/Latino	79.29%	78.32%	78.3%	367	354	335
Pacific Islander	1.34%	1.11%	0.5%	6	5	2
White	2.45%	1.99%	1.9%	11	9	8
Multiple/No Response	%	0%	0.7%		2	3
			Total Enrollment	460	452	428

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	149	145	128
Grade 7	147	147	144
Grade 8	164	160	156
Total Enrollment	460	452	428

Conclusions based on this data:

1. Our largest subgroup is Latinx (79%).

2. Our second largest subgroup is Asian (12%).

3. Our enrollemt has slowly declined over the past 3 years.

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	109	134	149	24.3%	29.6%	34.8%
Fluent English Proficient (FEP)	197	182	147	43.9%	40.3%	34.3%
Reclassified Fluent English Proficient (RFEP)	37	23	5	29.4%	21.1%	3.7%

Conclusions based on this data:

1. Our largest subgroup is FEP.

2. The percentage of students that have reclassified has increased over the last three years.

3. The percentage of FEP students has slightly increased in the last 3 years.

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	158	154	144	157	152	138	157	152	138	99.4	98.7	95.8
Grade 7	154	159	157	148	158	152	148	158	152	96.1	99.4	96.8
Grade 8	181	173	156	177	164	153	177	163	153	97.8	94.8	98.1
All Grades	493	486	457	482	474	443	482	473	443	97.8	97.5	96.9

* 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	2486.	2489.	2480.	12.10	6.58	7.97	18.47	30.92	23.19	28.66	27.63	28.26	40.76	34.87	40.58
Grade 7	2531.	2535.	2522.	9.46	13.29	7.89	35.14	32.28	38.16	29.05	26.58	17.11	26.35	27.85	36.84
Grade 8	2537.	2530.	2543.	8.47	8.59	14.38	24.86	31.90	24.18	42.94	25.77	28.10	23.73	33.74	33.33
All Grades	N/A	N/A	N/A	9.96	9.51	10.16	25.93	31.71	28.67	34.02	26.64	24.38	30.08	32.14	36.79

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	13.38	11.18	10.87	43.31	43.42	39.86	43.31	45.39	49.28
Grade 7	15.54	16.46	13.82	51.35	49.37	42.76	33.11	34.18	43.42
Grade 8	14.69	15.34	21.57	49.15	46.63	40.52	36.16	38.04	37.91
All Grades	14.52	14.38	15.58	47.93	46.51	41.08	37.55	39.11	43.34

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	12.74	13.82	12.32	36.94	44.08	49.28	50.32	42.11	38.41
Grade 7	20.95	22.78	21.05	49.32	49.37	48.68	29.73	27.85	30.26
Grade 8	13.56	12.35	14.38	50.85	47.53	56.86	35.59	40.12	28.76
All Grades	15.56	16.31	16.03	45.85	47.03	51.69	38.59	36.65	32.28

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	9.55	6.58	10.87	61.15	61.18	57.25	29.30	32.24	31.88
Grade 7	8.11	10.76	7.89	64.19	65.19	61.18	27.70	24.05	30.92
Grade 8	10.17	9.82	16.34	65.54	63.19	63.40	24.29	26.99	20.26
All Grades	9.34	9.09	11.74	63.69	63.21	60.72	26.97	27.70	27.54

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	21.02	30.92	16.67	44.59	40.79	49.28	34.39	28.29	34.06
Grade 7	23.65	27.85	23.03	52.70	51.90	48.03	23.65	20.25	28.95
Grade 8	18.64	22.09	26.14	55.93	48.47	45.75	25.42	29.45	28.10
All Grades	20.95	26.85	22.12	51.24	47.15	47.63	27.80	26.00	30.25

Conclusions based on this data:

1. The percentage of students at or near stand remains high in Listening.

2. Students have made slow, but steady gains in writing.

3. Reading the largest challenge area and there is a lot of room for growth.

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	158	154	144	158	153	142	158	153	142	100	99.4	98.6
Grade 7	154	160	157	153	159	153	153	159	153	99.4	99.4	97.5
Grade 8	181	173	156	181	166	156	181	166	156	100	96	100
All Grades	493	487	457	492	478	451	492	478	451	99.8	98.2	98.7

* 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	2463.	2462.	2475.	8.23	6.54	10.56	13.92	12.42	16.20	22.15	30.72	23.94	55.70	50.33	49.30
Grade 7	2508.	2502.	2486.	11.11	15.09	7.84	23.53	17.61	14.38	28.10	22.01	28.10	37.25	45.28	49.67
Grade 8	2508.	2517.	2524.	9.94	10.84	15.38	14.36	16.87	14.10	28.73	26.51	26.28	46.96	45.78	44.23
All Grades	N/A	N/A	N/A	9.76	10.88	11.31	17.07	15.69	14.86	26.42	26.36	26.16	46.75	47.07	47.67

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	10.13	10.46	19.01	20.89	28.76	21.13	68.99	60.78	59.86
Grade 7	20.26	22.64	12.42	35.29	22.64	29.41	44.44	54.72	58.17
Grade 8	12.71	13.94	16.67	29.83	35.76	32.69	57.46	50.30	50.64
All Grades	14.23	15.72	15.96	28.66	29.14	27.94	57.11	55.14	56.10

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	8.23	7.84	10.56	32.28	33.99	33.80	59.49	58.17	55.63
Grade 7	12.42	15.09	8.50	45.10	39.62	41.83	42.48	45.28	49.67
Grade 8	16.02	14.46	16.67	35.91	47.59	41.67	48.07	37.95	41.67
All Grades	12.40	12.55	11.97	37.60	40.59	39.25	50.00	46.86	48.78

	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	9.49	6.54	11.97	43.04	45.10	40.14	47.47	48.37	47.89
Grade 7	15.03	15.09	9.80	53.59	45.91	47.71	31.37	38.99	42.48
Grade 8	8.84	14.55	16.67	53.04	52.12	50.00	38.12	33.33	33.33
All Grades	10.98	12.16	12.86	50.00	47.80	46.12	39.02	40.04	41.02

Conclusions based on this data:

1. Communicating Reasons is the area with the highest percentage of student near or at grade level.

2. Math continues to be the area in need of the most growth.

3. Math data has been fairly stagnant for the past 3 years.

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	1508.5	1476.8	1510.9	1464.3	1505.6	1488.7	34	39
Grade 7	1530.6	1520.4	1519.8	1515.0	1540.9	1525.3	40	38
Grade 8	1504.1	1508.1	1493.9	1504.9	1514.0	1510.7	44	24
All Grades							118	101

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	*	5.13	50.00	20.51	*	48.72	*	25.64	34	39
7	27.50	13.16	40.00	28.95	*	44.74	*	13.16	40	38
8	*	4.17	31.82	33.33	*	41.67	27.27	20.83	44	24
All Grades	21.19	7.92	39.83	26.73	21.19	45.54	17.80	19.80	118	101

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	41.18	10.26	38.24	38.46	*	20.51	*	30.77	34	39
7	40.00	26.32	37.50	42.11	*	18.42	*	13.16	40	38
8	34.09	29.17	34.09	25.00	*	16.67	*	29.17	44	24
All Grades	38.14	20.79	36.44	36.63	11.86	18.81	13.56	23.76	118	101

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	*	2.56	*	10.26	44.12	38.46	44.12	48.72	34	39
7	27.50	2.63	27.50	21.05	*	55.26	27.50	21.05	40	38
8	*	0.00	*	4.17	31.82	62.50	38.64	33.33	44	24
All Grades	13.56	1.98	19.49	12.87	30.51	50.50	36.44	34.65	118	101

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	38.24	10.26	50.00	48.72	*	41.03	34	39
7	30.00	13.16	57.50	57.89	*	28.95	40	38
8	29.55	8.33	45.45	54.17	25.00	37.50	44	24
All Grades	32.20	10.89	50.85	53.47	16.95	35.64	118	101

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	52.94	25.64	38.24	46.15	*	28.21	34	39
7	65.00	47.37	27.50	42.11	*	10.53	40	38
8	47.73	41.67	34.09	29.17	*	29.17	44	24
All Grades	55.08	37.62	33.05	40.59	11.86	21.78	118	101

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	*	25.64	79.41	33.33	34	23
7	*	7.89	32.50	18.42	45.00	47.37	40	28
8	*	0.00	*	12.50	70.45	62.50	44	18
All Grades	12.71	2.97	22.88	19.80	64.41	45.54	118	69

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	*	10.26	79.41	74.36	*	15.38	34	39
7	*	5.26	72.50	86.84	*	7.89	40	38
8	*	0.00	63.64	83.33	*	16.67	44	24
All Grades	13.56	5.94	71.19	81.19	15.25	12.87	118	101

Conclusions based on this data:

1. The percentage of students that needed to take the ELPAC decreased slightly in 2018-2019, but was not significant based on percentage of total students.

2. The Writing Domain had the largest percentage of students who were Somewhat/Moderately and Well Developed at 86.83.

3. The majority of our students still tend to be clustered in the Somewhat/Moderately section.

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**
452	**86.5**	**29.6**	**0.2**
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	134	29.6
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	391	86.5
Students with Disabilities	79	17.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.8
American Indian	1	0.2
Asian	51	11.3
Filipino	22	4.9
Hispanic	354	78.3
Two or More Races	2	0.4
Pacific Islander	5	1.1
White	9	2.0

Conclusions based on this data:

1. A significant percentage of our students are classified as socioeconomically disadvantaged (82%).

2. The largest OSA racial subgroup is Hispanic (78%)

3. 26% 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
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Our largest area of success is our suspension rate. This has been an ongoing trend.

2. Our largest area for growth is chronic absenteeism.

3. ELA and Math are both right in the middle.

School and Student Performance Data

Academic Performance
English Language Arts
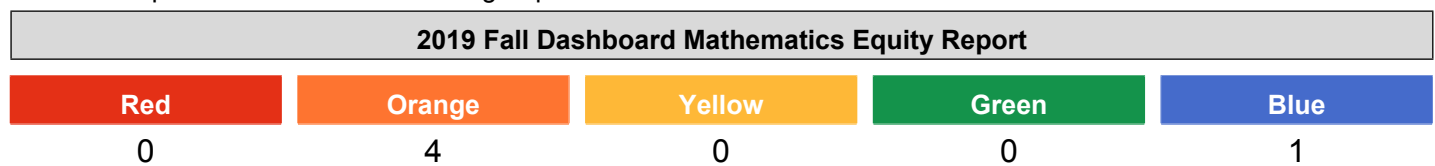
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web 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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	0

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**
Orange	Red	No Performance Color
33.1 points below standard	73.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6 points	Declined -8.7 points	
423	213	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	39.4 points below standard	118.1 points below standard
	Declined -7.7 points	Increased Significantly ++17.3 points
	361	81

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	40.6 points above standard	56.5 points above standard
		Declined -7.8 points	Increased Significantly ++37.7 points
4	3	52	13

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
48.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	61.4 points below standard
Declined -5.8 points	1	6	11
333			

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

Current English Learner	Reclassified English Learners	English Only
130.3 points below standard	36.2 points below standard	19.9 points below standard
Increased ++6.8 points	Declined Significantly -16.3 points	Maintained ++0.9 points
84	129	132

Conclusions based on this data:

1. Based on the 2018 CAASSPP ELA data, there was a slight increase in the subgroup for socioeconomically disadvantaged.

2. Based on the 2018 CAASSPP ELA data, the racial subgroups of Asian and Filipino increased while Hispanic maintained.

3. Based on the 2018 CAASSPP ELA data the only EL group to increase was the English Only subgroup.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	1

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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
68.7 points below standard	103.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1 points	Increased ++5.1 points	
423	213	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Orange
	76.2 points below standard	157.9 points below standard
	Maintained -0.9 points	Increased Significantly ++19.9 points
	361	81

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35 points above standard	15.5 points above standard
		Maintained -0.8 points	Increased ++12.3 points
4	3	52	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
88.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	88.7 points below standard
Maintained ++1.2 points			
333	1	6	11

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		
Current English Learner	**Reclassified English Learners**	**English Only**
158.2 points below standard	68.3 points below standard	64.5 points below standard
Increased Significantly ++22.2 points	Declined -3.6 points	Declined -5.3 points
84	129	132

Conclusions based on this data:

1. Based on the 2018 CAASSPP Math data, both the socioeconomically disadvantaged and students with disabilities subgroups increased.

2. Based on the 2018 CAASSPP Math data, Asian and Filipino racial subgroups increased and Hispanic decreased.

3. Based on the 2018 CAASSPP Math data the only EL group to increase was the English Only subgroup.

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

English Learner Progress
No Performance Color
42.4 making progress towards English language proficiency
Number of EL Students: 92
Performance Level: Low
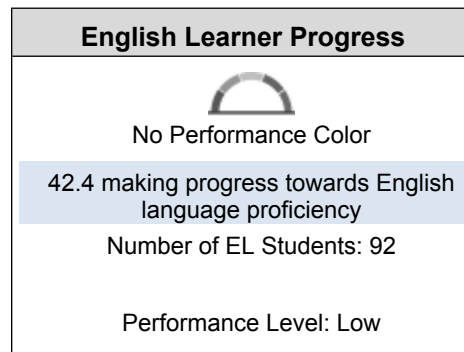
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
21.7	35.8	2.1	40.2

Conclusions based on this data:

1. 61% of the students who took the ELPAC earned a score that demonstrated that they were moderately to well developed with their English lannguage skills.

2. 17.8% of students are still classified at the Beginning Stage.

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. There is no College and Career Data to complete.

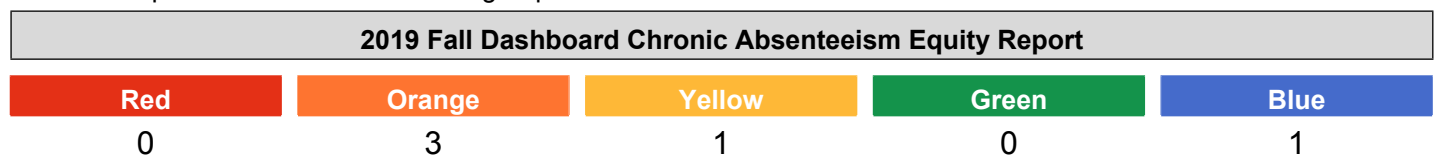# School and Student Performance Data

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	1

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

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
19.5	18.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Declined -8.5	
471	122	8

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	21	33
	Declined -1.4	Declined -8.5
2	404	94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.9	6.7
		Declined -8.7	Increased +3.6
5	3	54	15
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
21.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16.7
Declined -0.8			Increased +7.6
374	2	6	12

Conclusions based on this data:

1. Although in the red, ELs, Socioeconomically Disadvantages, and Students with Disabilities all increased their attendance.

2. The Asian, Filipino, Hispanic, and White racial subgroups also increased their attendance.

3. There only categories that did not show growth were those groups with numbers that were statistically too small to register a Performance Color.

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 |

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. There is no performance data for Graduation Rates at this time.
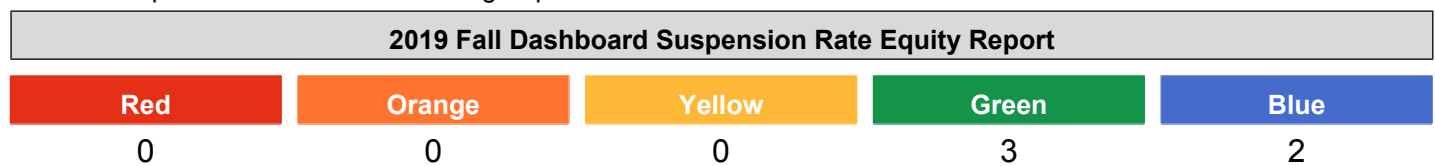
School and Student Performance Data

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	2

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
1.2	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.1	Declined -4.7	9
485	126	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	1.2	4
2	Declined -1.5	Declined -5.5
	415	101

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data 7	Less than 11 Students - Data 3	0	0
		Maintained 0	Maintained 0
		54	15

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
1	Less than 11 Students - Data 3	Less than 11 Students - Data 6	8.3
Declined -1.7			Increased +8.3
385			12

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.3	1.2

Conclusions based on this data:

1. The highest percentage of suspension rates falls into the Students with Disabilities (Emotionally Disturbed Program).

2. In spite of this slight decrease, the overall category is still green.

3. The Asian and Filipino racial subgroups are in the blue band.

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

Increase proficiency in ELA and Math

Identified Need

Reading skills are an embedded part of both ELA and Math proficiency. Based on the 2018 CAASSPP and other benchmark data, Reading is the area with the largest need for growth. Since there was not testing last year we will use Fastbridge and other CFUs to support measurable outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 Reading Claim	16% of students are above standard	25% of students are above standard
2018 Math Communicating Reading	17% of students are above standand	27% of students are above standard

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

To support instruction and student learning staff will receive professional development both on and off site. Staff wil lbe provided consistent time for collaboration to engage in planning and iteration cycles. Teachers will be released to observe best practices of other teachers.

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

Amount(s)	Source(s)
12,000.00	Title I 1000-1999: Certificated Personnel Salaries

21,300.56	Title I 4000-4999: Books And Supplies Resources and supplemental materials for teachers to support student learning based off of new found learning in PDs, including but not limited to STEAM resources and technology including hardware
	None Specified None Specified
	None Specified None Specified

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

Learning off site or virtually (and on site guests and presenters) to enrich student learning and directly support program implementation for STEAM and PBL alignment and to support the strong integration of reading, writing, listening, and speaking into these content areas. During Distance Learning/COVID19 adjustments this may also extend to contracts for resources to support virtual activities, etc. Equity and equitable grading will be a strong emphasis this year and PD in this specific area will be a central theme of the work that we do.

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

Amount(s)	Source(s)
6,000.28	Title I 5800: Professional/Consulting Services And Operating Expenditures 2,000.00 per grade level

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

Support School Wide Programs and Academic specific needs (this included AVID, but also including Leadership Retreat and regular ILT meeting and planning time), Release days for staff planning, and contracts with experts to bring in PD onsite. All core and supplemental materials and

PDs are aligned to standards and are not supplanting any programs. During Distance Learning/COVID19 adjustments this may also extend to contracts for resources to support virtual activities, 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)
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures
6,000.00	Title I sub release costs, extended duty time
22,000.00	AVID 5000-5999: Services And Other Operating Expenditures AVID Registration Fees, materials, and conference expences. NEU and other college going culture
2,000.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures MESA
60,000	AVID 1000-1999: Certificated Personnel Salaries AVID Classes Taught by Certified Instructors (including benefits)
	None Specified None Specified
	None Specified None Specified

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

Annual review of Ocala STEAM Academy operational practices and systems

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,050	Title I 4000-4999: Books And Supplies Materials and supplies that support existing and new programs that strengthen school culture
	None Specified None Specified

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

Team building and other opportunities for staff in order to strengthen positive school culture. Instructional assemblies, workshops, and additional activities. Students are divided into six Houses to support the Ocala Core Values.

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

Amount(s)	Source(s)
6,000.00	Title I 4000-4999: Books And Supplies Purchase uniform for both uniform closet & House uniform shirts to support our students
8,000.00	Title I Purchasing appropriate materials to support curricular and school climate needs.
2,000.00	LCFF Supplemental/Concentration House App purchase to support teachers, students, and parents in communicating and receiving information about the Ocala.
	None Specified None Specified

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

Involvement: (Involve parents and community in planning and implementing the school plan).
- Distribute parent/student handbook on school wide practices, academic expectations and discipline.
- Parent Institute or similar program.
- Monthly newsletter

- The school will offer orientation for incoming 6th grade students and their parents

- Parent conferences by the middle of 1st trimester, and additional parent conferences for at – risk students when needed.
- Monthly Coffee with Principal parent meeting
- The Principal and the Site Council will monitor progress and make needed revisions to the SPSA

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	No cost
1,000.00	Title I 5700-5799: Transfers Of Direct Costs Printing
3,000	Title I 1000-1999: Certificated Personnel Salaries 6th Grade Orientation & ongoing supports
0	Parent cafes and parent outreach (funded through SLS)

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

Purchase classroom supplies, materials, and equipment such to support the instructional model of the PBL and STEAM program.

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)
5,650.00	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Materials and supplies
	None Specified
	None Specified None Specified

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

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)
	None Specified None Specified

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 supplies and materials to support implementation of specified curriculum and activities for Ocala STEAM Academy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials to support Design Thinking Activities, PBL, 21st Century Learning, etc.

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

Establish school-wide focus and emphasis of EL Achieve to strengthen current implementation into all content areas

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	Title I 1000-1999: Certificated Personnel Salaries Extended duty and sub release time

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

Monitor progress on English Learners and adhere to district expectations in serving EL's

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	

Strategy/Activity 12
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create extended learning and educational opportunities for all 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)
0	

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student incentive/rewards to increase student motivation to achieve academically

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)
4,000.00	Title I 4000-4999: Books And Supplies Incentives, rewards, certificates in recognition of academic achievement

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.

OSA staff and students continued with the implementation and learning through PBL and STEAM curriculum. With the grand opening of our Innovation Lab in 2019-2020, resources were allocated to support staff professional development as well as supplies that allowed students to engage in

their learning. Initial trimester engagement and feedback showed positive results, although with the school year transitioning to distance learning near the end of the second trimester the major STEAM Showcase and VILs Night were not fully realized. Adjustments for this possibility next year have been factored into the SPSA for 2020-2021

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

Some of the major differences occurred with the school year transitioning to distance learning. This prevented several of our major events from taking place including our annual STEAM Night, our VILs showcase, and our professional STEAM conference. This changed the ability of our students to show the public component of the PBL pieces for second and third trimesters. Adjusted methods of showcasing student learning will be factored into the upcoming school year.

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.

Funding looks differently in the upcoming school year due to Covid and enrollment, therefore changes will be necessary based on funding allocations. Although the goals will remain, things like PD opportunities will occur via Zoom or other digital platforms instead of in person opportunities. Money will still be allocated, but in smaller sums.

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

All ELs will reach grade level proficiency.

All limited English proficient students will progress in English proficiency such that they will be re-designated before High School.

Increase percentage of students who reclassify each year.

Identified Need

Based on the CAASSPP ELA and Math data, English Learners performance levels declined.

Students need to demonstrate proficiency based on four critieria in order to be reclassified:
1) Local assessment: no less than one grade below level on Reading Exam; 3 or higher on the ELA CAASSPP
2) State Assessment (ELPAC): 3+ overall and 2+ in all four categories
3) Teacher Recommendation
4) Parent Approval

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of RFEP students	16-17 RFEP 10% 17-18 RFEP 14% 18-19 RFEP 29%	RFEP 35%

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)

English Learners

Strategy/Activity

Group students by target level for ELD and appropriately for content areas.

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	

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

Teachers will continue to receive training to support EL Achieve implementation and collaborate to support the needs of EL students. This includes data analysis of student assessments taken throughout the school year, increasing teacher collaboration, learning effective teaching ELD strategies, CCSS training, and other necessary training to raise student achievement

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	

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

Create extended learning and educational opportunities for English Learners

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	

	Title III money is used to supplement this opportunity for students. These funds are centrally 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

Staff, parents and community involved in school programs for English Learners

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	SSC/English Learner Advisory Committee meets periodically to acquire parental input regarding the school plan, expenditures of categorical monies, and to provide enhanced communication between home and school.

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

Student incentive/rewards to increase student motivation to achieve academically. This will be done collaboratively through PBIS.

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

Amount(s)	Source(s)
3,000.00	Title I 4000-4999: Books And Supplies Organize a Re-designation Ceremony to celebrate students who are reclassified and recognize improvement efforts by students

	Ongoing recognition of gains throughout the year

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Continue school-wide focus and emphasis of EL Achieve Implementation

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

Amount(s)	Source(s)
6,000.00	Title I 4000-4999: Books And Supplies Purchase books and resources to support students level or engagement and ROAR

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Monitor progress on English Learners and adhere to district expectations in serving EL's

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	

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Create extended learning and educational opportunities for all 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)
0	
	Model lessons taught by EL Liaison to support implementation of CM
	Ongoing PD to support CM and effectively create lessons that integrate strategies into STEAM and PBL

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.

OSA believes in supporting our EL students both within their mainstream setting as well as providing additional designated time to support students with direct instruction. Our EL Liaison continues to support teachers directly through on site PD and meet weekly with our EL teachers.

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 EL Liaison did not get to follow through on attending the CABE conference this year because it was cancelled rather than switched to a digital platform once Covid19 hit. Our ELPAC scores are also unavailable at this time and our EL student noticeably struggled with confidence during online distance learning sessions.

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.

The goals will remain intact, but both SSC and ELAC will work together to develop tangible strategies to support students should classes need to be delivered digitally in 2020-2021.

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

All students will be provided a safe and welcoming learning environment that supports both academic and social-emotional success. Positive Behavior Intervention Support system will continue to be implemented school wide. There will be intentional reengagement efforts and culture building for students and families as we return to full time in person. Multiple opportunities will be provided for families to learn what the fall will look like as well as ask questions, give input, and express any concerns. All Students at Ocala STEAM Academy will be educated in a safe, nurturing, supportive, and healthy learning environment. Ocala STEAM Academy will increase its Average Daily Attendance to 98%. Opportunities for parent engagement will be provided by the school.

Identified Need

While student and parent survey data show favorable attitudes toward school climate, academics, fairness, and connectedness, the goal is still to aim for 100% satisfaction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schoolwide Survey Results	Student Climate Satisfaction 90% Student Sense of Safety 83% Student School Connectedness 87% Parent Results Student Climate Satisfaction 94% Student Sense of Safety 91%	Student Climate Satisfaction 95% Student Sense of Safety 90% Student School Connectedness 92% Maintain or improve parent results

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

An appropriate schedule is developed to support both the academic and social emotional needs to beach student.

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	

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

Opportunities are provided outside of the traditional classroom setting to encourage students' love of school, including sports and other activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
10,390.00	LCAP Central Sports Budgets 4000-4999: Books And Supplies Benches and equipment to support the outdoor classrooms, which is essential during social distancing
13,348.00	LCAP Central Sports Budgets 5000-5999: Services And Other Operating Expenditures Coaching stipends, officiating fees, etc.

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

Incorporate many strategies throughout the school to help students feel supported and connected.

Recognize students regularly for both social emotional and academic achievements

Spirit Weeks, Bully Prevention, School Rallies, Assemblies, Monthly College Day, Theme Days, Student of the Month, Honor Roll, Perfect Attendance Awards, Trimester Rewards

Include NEU powerful symbolism and GEAR UP items

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)
3000.00	Title I 4000-4999: Books And Supplies Materials and supplies
	None Specified

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

Regular parent meetings and opportunities for families at Ocala

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	Plan opportunities for parents to get involved at school. Invite parents/community to partner in developing and implementing strategies related to parent involvement and home support through on-going communication with parents.

	Funded through SLS Measure A

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

Recognition opportunities for parent engagement

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	

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

The staff will participate in safety trainings in order to learn the skills necessary to stay safe and keep our students safe.

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	

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

Expectations and procedures are clearly communicated to staff, students, and community

Provide access to resources in order to eliminate social, emotional, physical, and behavioral barriers.

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)
	None Specified None Specified

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

Develop Powerful Symbolism and Systems around the Six Exceptional Systems of NEU

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

Amount(s)	Source(s)
6,000.00	LCFF Supplemental/Concentration No Excuses University Conference; Leadership Seminar

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

Create a campus that physically reflects a college mindset.

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

Amount(s)	Source(s)
2,000.00	Title I 4000-4999: Books And Supplies

	College banners, flags, signs, mascots, etc.
3,000.00	Title I 4000-4999: Books And Supplies College banners, flags, mascots, mural supplies, etc.

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

Upkeep of current physical space and improvement where it is necessitated to create a welcoming environment for students, families, and community members

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)
	None Specified None Specified
	None Specified None Specified \

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.

PBIS revised the GEAR UP sysyem this year to continue to support OSA students. The addition of the Awesomeness Referral also added an additional format of positive feedback for students and parents.

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

Overall, intended implementation and outcomes matched most closely in this goal. There was however a noticeable struggle initially with PBIS/ASB engagement during distance learning, but clearly improved as teachers and staff adjusted to this format of communication.

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.

Next year the House system is being added to our practices. GEAR UP and NEU activities will be streamlined through the Houses, allowing every student and staff member to have a strong level of engagement and buy in to school based activities. The House App will be utilized to allow instant communication with families which will be especially useful if any portion of the year involves distance learning.

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

Involve and engage all stakeholders associated with Ocala STEAM Academy including students, staff, district personnel, families, community members, and service providers.

Identified Need

While student and parent survey data show favorable attitudes toward school climate, academics, fairness, and connectedness, the goal is still to aim for 100% satisfaction. End of the year surveys have not been conducted yet as of the completion of this SPSA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Data	Parent Results Student Climate Satisfaction 94% Student Sense of Safety 91%	Maintain or improve baseline data

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

Create regular meetings for parents to attend to learn about Ocala and meet other parents and staff.

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)

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

Create meaningful opportunities for parents to volunteer at Ocala

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	

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

Work with staff and outside providers to bring PD and workshops to Ocala for parents. Additionally, with Distance Learning being at least a possibility for the 2020-2021 school year, update PD options to support families in Distance Learning.

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	
	Parenting classes are offered to parents to improve parenting skills that directly affect student success, positive behaviors and parent participation.

	Educational PDs are offered for parents to better themselves and support their child's learning

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

Create parent opportunities at all school wide events (including BTSN, STEAM Night, Exhibitions Nights, 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)
0	

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

Attend events at Meyer, Ryan, and Cassell on a consistent basis to meet and develop at relationship with families, students, and staff at feeder schools

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	

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

Collaborate with Administrators from Meyer, Ryan, and Cassell to strengthen feeder pattern.

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	Utilize a SVEF grant opportunity to conduct cross campus PD opportunuties.

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

Visit feeder 4th & 5th Grade classroom & invite students to visit Ocala

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,170.16	Title I 4000-4999: Books And Supplies Purchase materials and supplies for activities for feeder school students
	Print and mail information about school event

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

N/A

Goal 5

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)

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

N/A

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 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)

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

N/A

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)

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

N/A

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	$101,007.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$221,909.00

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	$98,521.00

Subtotal of additional federal funds included for this school: $98,521.00

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
AVID	$82,000.00
LCAP Central Sports Budgets	$23,738.00
LCFF Supplemental/Concentration	$17,650.00

Subtotal of state or local funds included for this school: $123,388.00

Total of federal, state, and/or local funds for this school: $221,909.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	98,521	0.00
LCFF Supplemental/Concentration	17,650	0.00
LCAP Central Sports Budgets	23,738	0.00
AVID	82,000	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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Tracy Leathers	Principal
Julie Arroyo	Classroom Teacher
Cristina Bustamante	Classroom Teacher
Herlinda Barrios	Other School Staff
Jessica Bravo	Secondary Student
Juan Paul Saucemoto	Secondary Student
Sabrina Do	Secondary Student
Celina Tafoya	Parent or Community Member
Nancy Diaz	Parent or Community Member
Marilyn Albarran	Parent or Community Member
Dina Lopes	Classroom Teacher
Shawn Lewis	Classroom Teacher

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
	Other: Instructional Leadership Team

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 20, 2020.

Attested:

Principal, Tracy Leathers on May 20, 2020
SSC Chairperson, Julie Arroyo on May 20, 2020

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

     a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

     b. use methods and instructional strategies that:

       i. strengthen the academic program in the school,

       ii. increase the amount and quality of learning time, and

       iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

     c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

       i. strategies to improve students' skills outside the academic subject areas;

       ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

       iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

       iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

       v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

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