

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
William Sheppard Middle School	43-69369-6046338	April 2020	Submitted May 2020

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)

Comprehensive Support and Improvement

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 School Plan was created with input from all stakeholders via needs assessment, and alignment with district LCAP goals.. Our school's Instructional Leadership Team, our School Site Council, and Sheppard staff engaged in the work of analyzing student performance data to inform the action plans and address the problems of practice.

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).

Alum Rock Panorama family survey results for 1920 SY indicated the following:

- 92% of families report that the climate supports academic learning
- 93% of families report a sense of belonging
- 94% of families report fair and normed discipline

These results were expected as intense work in strengthening school community and home connections preceded this survey by multiple years. These are slightly decreased from last year. We attribute this to the shift in prioritizing instructional program model practices in Sheppard's year two of a three year implementation.

Alum Rock Panorama staff survey results for 1920SY indicated the following:

- 96% of staff report that the climate supports academic learning
- 72% of staff report a sense of belonging
- 89% of staff report fair and normed discipline

This data shows an increase from the previous year and reflects our intentional work in unifying staff around collaborative adult pedagogy.

New Tech Network student climate survey for results 1920 SY indicate the following:

- 95% of students report school connectedness
- 85% of students report favorable learning experiences
- 85% of students report favorable experience pertinent to fair discipline
- 87% of students report strong peer relationships
- 89% of student report favorable relationships with adults

Additional Student surveys reveal students feelings about Distance learning implementation.

The data supports that our efforts to increase positive student culture building have been effective.

Classroom Observations

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

Classroom Walk-throughs are our main tool for classroom visits utilized by both administration, teachers and district level officials. Administration CWT findings are presented at staff meetings where feedback is given and adjustments are made through professional development, redesign, and progression toward implementation. Teacher walk-throughs are intentionally structured to support NTN implementation and is designed to provide teachers an opportunity to visit classes and teachers in an effort to help collaboration and cross-curricular understanding.

Additionally, teachers are evaluated by administration on a district cycle in which feedback is provided. If remediation is deemed necessary, the teacher will receive professional development and support.

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)

Data analysis of SBAC, ELPAC, iReady have allowed for the creation of intentional goals, to modify instruction and improve student achievement. For I-Ready, Sheppard's goal will uphold full participation in diagnostic assessments so that growth can be accurately determined and analyzed. The focus of Sheppard i-Ready is standards mastery analysis on a regular basis. SMS Teachers will target informational text comprehension in ELA and Concepts and Procedures in Mathematics. SBAC goals will continue to focus on growth and raised academic achievement, supported through iReady standards mastery, CAASSP item analysis, and interim assessments data.

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

Teachers collaborate around common curriculum assessment data using a collaborative assessment analysis form and engage in results analysis and response to iReady standards mastery, CAASPP item analysis, and interim assessments data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

35 hours PD pertinent to school goals and professional development is provided each year.

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

Credentialed teachers are trained in curriculum implementation.

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

PD directly strengthens our strategic standards based instructional program.

SMS tools map and track standard mastery.

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

Administration, NTN Coach, and VILS Coach will provide tiered levels of support around the big three: Project Based Learning (PBL), New Tech Network (NTN), Verizon Innovative Learning Schools (VILS).

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

Direct and individual support provided at monthly meeting vial collaboration to progress implementation of NTN components and standards mastery.

Teaching and Learning

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

We prioritize alignment of curriculum, instruction, and materials to content and performance standards. Specifically support and monitor PBL practices, integrated technology, standards mastery progress monitoring.

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

Master schedule meets or exceeds recommended minute requirement for all students.

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

Designated ELD built into master schedule and the goal is that the same be offered as an option outside of the school day for students to have access to grade level enrichment classes.

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

All grade levels anchor in standards based curriculum. Science team collaborates in targeting standards as transitioning to NGSS as well as STEM Scopes for PBL.

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

SBE Curriculum ELD materials are used during Designated ELD.

Opportunity and Equal Educational Access

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

Differentiated instruction, small group support, workshops targeting specific skills are built in to NTN model. Inclusion model is in place for ELA in grades 6 and 7.

Evidence-based educational practices to raise student achievement

As part of our NTN and Verizon Innovative School grant, we implement PBL, and Tech integration. Both have targeted outcomes including agency, collaboration, written and oral communication, critical thinking, and knowledge and thinking.

Parental Engagement

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

Tutoring, academic counseling, conferencing, grade level progress report tracking provide continuous ongoing support. Social emotional service available through our school linked services grant. Citizen Schools also provided extended learning opportunities to increase academic achievement, school connectedness, and career exploration.

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)

Routine parental participation on site teams including School Site Counsel, Campus Collaboration, English Learners Acquisition Committee, Parent Coffees. Data drives the work and parent collaboration is an integral part. A parent Earners Program, inspired by parents for parents, promotes active participation and unity within the community.

Funding

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

ILT will monitor progress toward and implementation of the goals described in this plan. This includes PD, release days, staff culture activity supplies, student culture activities and supplies.

Intervention, instructional support, and strategic teams monitor student progress, and differentiation with appropriate scaffolds support all learners.

Integrated technology provides unique learning experiences and the latest learning apps present 21st-century tech integration, thereby supporting diverse learning needs, and promoting choice in projects.

Safety, positive climate, and productive learning spaces reflect growth mindset and inclusion are priorities.

After school tutoring and Saturday Academies will be provided for struggling students.

Academic and behavior recognition, rewards, and incentives fuel a robust Positive Behavior Intervention System (PBIS). Students strive for excellence in Safety, Trust, Agency, and Respect (STAR) A leveling up system provides positive reinforcement for desired behaviors.

Fiscal support (EPC)

Categorical funding, Local control funding, and CSI funds.

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

Sheppard Middle School's (SMS) School Plan for Student Achievement (SPSA) reflects budget allocations in support of work set forth by an active and engaged community of stakeholders. The annual review is conducted routinely with School Site Council (SSC), Instructional Leadership Team (ILT), Instructional Staff, Parents, and community members and includes a needs assessment process that leads to target drivers in our school improvement. Our purpose is revisited and progress is assessed to identify adjustments in targeted outcomes. Data analysis and presentation of progress dictates next steps in improvement plans. On a monthly basis, the plan is reviewed and progress is evaluated by the ILT and SSC. Findings are shared with the greater community and work is driven by such data.

Resource Inequities

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

Additional student supports for struggling students have not routinely been provided outside of the school day by SMS staff. At risk students have difficulty positively connecting with school community, especially outside service providers. Teachers efficiency in differentiated instruction within Project Based Learning (PBL) needs further development. School culture and stakeholder mindsets need routine attention and support and development. While after school interventions have been successful, we need to continue to build intensive support systems within the school day.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.17%	%	0%	1		0
African American	1.82%	1%	0.34%	11	6	2
Asian	30.63%	29.28%	27.44%	185	176	160
Filipino	8.28%	7.65%	10.46%	50	46	61
Hispanic/Latino	54.47%	57.74%	57.46%	329	347	335
Pacific Islander	2.32%	1.83%	0.69%	14	11	4
White	1.82%	1.66%	1.37%	11	10	8
Multiple/No Response	%	%	2.23%	0		0
Total Enrollment				604	601	583

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	198	209	192
Grade 7	208	192	207
Grade 8	198	200	184
Total Enrollment	604	601	583

Conclusions based on this data:

1. Significant subgroups include Hispanic, Asian.
2. Demographics are fairly constant.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	151	131	122	25.0%	21.8%	20.9%
Fluent English Proficient (FEP)	287	309	291	47.5%	51.4%	49.9%
Reclassified Fluent English Proficient (RFEP)	24	43	14	18.0%	28.5%	10.7%

Conclusions based on this data:

1. Steadily approximately half of our EL students are English Proficient.

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 3												
Grade 6	194	187	198	190	183	196	190	182	195	97.9	97.9	99
Grade 7	187	206	187	182	200	186	182	200	186	97.3	97.1	99.5
Grade 8	233	190	192	230	186	191	230	186	191	98.7	97.9	99.5
All Grades	614	583	577	602	569	573	602	568	572	98	97.6	99.3

* 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	2490.	2487.	2510.	11.05	8.79	11.79	20.53	28.02	35.38	32.63	21.43	25.13	35.79	41.76	27.69
Grade 7	2530.	2517.	2512.	12.09	11.50	9.68	35.71	26.50	28.49	21.98	24.00	22.58	30.22	38.00	39.25
Grade 8	2544.	2548.	2542.	11.74	10.75	10.99	31.30	37.10	30.37	25.65	24.19	26.70	31.30	27.96	31.94
All Grades	N/A	N/A	N/A	11.63	10.39	10.84	29.24	30.46	31.47	26.74	23.24	24.83	32.39	35.92	32.87

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	12.11	15.38	15.38	48.42	40.11	48.72	39.47	44.51	35.90
Grade 7	20.44	18.50	15.05	47.51	39.00	38.71	32.04	42.50	46.24
Grade 8	19.57	18.82	21.47	46.52	46.77	42.41	33.91	34.41	36.13
All Grades	17.47	17.61	17.31	47.42	41.90	43.36	35.11	40.49	39.34

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	15.26	11.60	15.38	44.21	37.02	54.36	40.53	51.38	30.26
Grade 7	23.76	16.00	13.98	46.96	47.50	44.09	29.28	36.50	41.94
Grade 8	17.39	23.12	16.75	52.17	43.55	50.26	30.43	33.33	32.98
All Grades	18.64	16.93	15.38	48.09	42.86	49.65	33.28	40.21	34.97

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	6.84	8.24	9.74	62.11	58.24	68.72	31.05	33.52	21.54
Grade 7	5.52	5.00	10.22	61.88	61.50	62.37	32.60	33.50	27.42
Grade 8	6.96	10.75	13.61	65.22	66.13	64.92	27.83	23.12	21.47
All Grades	6.49	7.92	11.19	63.23	61.97	65.38	30.28	30.11	23.43

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	24.74	18.68	26.67	41.05	49.45	49.23	34.21	31.87	24.10
Grade 7	30.39	28.50	17.20	44.20	41.00	52.15	25.41	30.50	30.65
Grade 8	27.95	28.49	22.51	48.03	52.15	43.98	24.02	19.35	33.51
All Grades	27.67	25.35	22.20	44.67	47.36	48.43	27.67	27.29	29.37

Conclusions based on this data:

1. The % of students meeting standards is slowly increasing, but so is the % of students not meeting standards. The achievement gap is increasing especially in 6th grade, but this is also seen in the 7th grade cohort.
2. Student cohort data shows improvement in mean scale score. Growth is seen in the cohort's numbers of % of students meeting standards, yet % of students not meeting standards is slowly rising.
3. The lowest achieving sub-standard in all grade levels is Listening. Improvement was still made with gains in the percentage of students at or near standard. While the instructional programs have seen increased performance, a greater focus needs to be on Listening standards and activities. Improvement in Listening was seen in 8th grade especially. Research/Inquiry is a strength in every grade level.

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	194	187	198	194	184	196	194	184	196	100	98.4	99
Grade 7	187	206	187	186	204	186	186	202	186	99.5	99	99.5
Grade 8	233	190	192	232	187	192	232	187	191	99.6	98.4	100
All Grades	614	583	577	612	575	574	612	573	573	99.7	98.6	99.5

* 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	2461.	2465.	2515.	9.28	6.52	15.31	13.92	14.67	25.00	22.16	27.17	29.08	54.64	51.63	30.61
Grade 7	2506.	2491.	2473.	15.59	13.37	8.06	21.51	14.36	11.83	20.97	24.75	22.58	41.94	47.52	57.53
Grade 8	2508.	2510.	2510.	12.50	12.30	12.57	12.93	17.65	15.18	22.41	23.53	21.99	52.16	46.52	50.26
All Grades	N/A	N/A	N/A	12.42	10.82	12.04	15.85	15.53	17.45	21.90	25.13	24.61	49.84	48.52	45.90

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	12.37	7.61	22.45	23.20	27.72	36.22	64.43	64.67	41.33
Grade 7	22.58	19.31	13.44	30.65	25.74	19.35	46.77	54.95	67.20
Grade 8	14.22	12.83	14.14	25.43	37.43	28.80	60.34	49.73	57.07
All Grades	16.18	13.44	16.75	26.31	30.19	28.27	57.52	56.37	54.97

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	8.76	6.52	14.80	32.47	39.67	50.00	58.76	53.80	35.20
Grade 7	17.74	14.85	8.60	40.32	35.15	38.71	41.94	50.00	52.69
Grade 8	16.38	18.18	17.80	40.09	43.32	38.74	43.53	38.50	43.46
All Grades	14.38	13.26	13.79	37.75	39.27	42.58	47.88	47.47	43.63

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	13.40	9.24	17.35	34.54	37.50	45.92	52.06	53.26	36.73
Grade 7	17.20	17.82	9.14	46.24	42.08	47.85	36.56	40.10	43.01
Grade 8	14.66	16.58	16.23	39.66	40.64	41.88	45.69	42.78	41.88
All Grades	15.03	14.66	14.31	40.03	40.14	45.20	44.93	45.20	40.49

Conclusions based on this data:

1. While 7th grade data shows a decrease on the mean scale, cohort growth was increased overall except, like in ELA, the 7th grade has an increasing % of students not meeting standards. The 8th grade cohort had marked drops in achievement levels throughout.
2. Some performance growth occurred in all claim areas except for Communicating Reasoning which remained stagnant.
3. Concepts and Procedures remains the biggest area of weakness in all grade levels but most prominently in 6th grade.

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	1483.1	1478.6	1468.3	1479.8	1497.3	1476.9	40	40
Grade 7	1488.0	1480.5	1475.5	1472.8	1499.9	1487.9	45	44
Grade 8	1434.8	1505.3	1423.2	1504.9	1446.1	1505.3	25	32
All Grades							110	116

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	*	7.50	37.50	30.00	37.50	35.00	*	27.50	40	40
7	*	6.82	37.78	29.55	24.44	38.64	24.44	25.00	45	44
8	*	18.75	*	25.00	*	31.25	*	25.00	25	32
All Grades	10.00	10.34	36.36	28.45	28.18	35.34	25.45	25.86	110	116

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	*	30.00	52.50	27.50	*	22.50	*	20.00	40	40
7	35.56	13.64	26.67	36.36	*	29.55	*	20.45	45	44
8	*	28.13	*	31.25	*	18.75	*	21.88	25	32
All Grades	27.27	23.28	34.55	31.90	16.36	24.14	21.82	20.69	110	116

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	7.50	47.50	47.50	35.00	45.00	40	40
7	*	0.00	26.67	18.18	*	43.18	44.44	38.64	45	44
8	*	0.00	*	25.00	*	34.38	56.00	40.63	25	32
All Grades	*	0.00	22.73	16.38	30.00	42.24	43.64	41.38	110	116

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	*	7.50	67.50	50.00	*	42.50	40	40
7	*	6.82	53.33	40.91	26.67	52.27	45	44
8	*	12.50	52.00	40.63	*	46.88	25	32
All Grades	17.27	8.62	58.18	43.97	24.55	47.41	110	116

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	42.50	45.00	42.50	37.50	*	17.50	40	40
7	51.11	45.45	31.11	34.09	*	20.45	45	44
8	*	50.00	*	31.25	*	18.75	25	32
All Grades	45.45	46.55	33.64	34.48	20.91	18.97	110	116

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	37.50	20.00	62.50	80.00	40	40
7	*	0.00	*	38.64	64.44	61.36	45	44
8	*	3.13	*	37.50	76.00	59.38	25	32
All Grades	10.00	0.86	23.64	31.90	66.36	67.24	110	116

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		12.50	92.50	70.00	*	17.50	40	40
7	*	0.00	73.33	84.09	*	15.91	45	44
8	*	0.00	64.00	87.50	*	12.50	25	32
All Grades	*	4.31	78.18	80.17	17.27	15.52	110	116

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	81.5	21.8	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	131	21.8
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	490	81.5
Students with Disabilities	78	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0
Asian	176	29.3
Filipino	46	7.7
Hispanic	347	57.7
Two or More Races	5	0.8
Pacific Islander	11	1.8
White	10	1.7





Conclusions based on this data:

1. Significant subgroups include Hispanic and Asian.
2. Demographics are fairly consistent.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. ELA and Math Performance has been stagnant for two years.
2. Despite a 96% ADA, chronic absenteeism exists within subgroups.
3. While suspensions decreased, attention to subgroups is required. Filipino subgroup had an up tick in these two years.

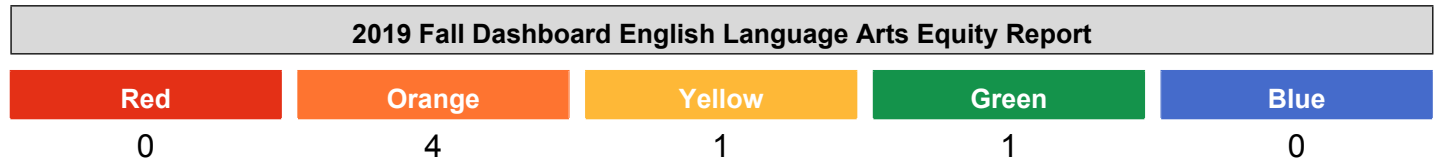
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 26.6 points below standard Increased ++3.4 points 565	 Orange 60.2 points below standard Maintained ++0.9 points 284	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 36.6 points below standard Maintained ++1.2 points 457
Students with Disabilities				
 Orange 112.3 points below standard Increased ++7 points 72				

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color 0 Students	Asian  Green 25.2 points above standard Increased ++14.5 points 170	Filipino  Yellow 4.6 points below standard Declined -4.2 points 43
Hispanic  Orange 58.3 points below standard Maintained ++0.9 points 323	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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 131.4 points below standard Declined -5.6 points 103	Reclassified English Learners 19.7 points below standard Increased ++8.6 points 181	English Only 22.3 points below standard Increased ++11.3 points 149
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Conclusions based on this data:

1. Decreased performance in Filipino students. This represents approximately 60 Filipino students. (May be a correlation between that and their suspensions).
2. SWD had an increase of 15 points, the only group to increase. Asian students and EL's maintained.
3. Overall school wide performance slightly decreased.

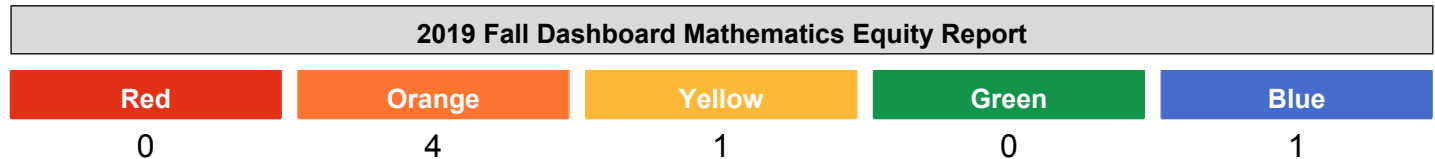
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 66.1 points below standard Increased ++10.9 points 566	English Learners  Orange 98 points below standard Increased ++14 points 285	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 76.8 points below standard Increased ++10.7 points 458	Students with Disabilities  Orange 152.8 points below standard Increased Significantly ++17.7 points 73

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  Blue 6.6 points above standard Increased Significantly ++27.6 points 170	Filipino  Orange 45.6 points below standard Declined -5.4 points 44
Hispanic  Orange 109.3 points below standard Increased ++9.7 points 323	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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 161.3 points below standard Increased Significantly ++19.5 points 103	Reclassified English Learners 62.2 points below standard Increased Significantly ++15.1 points 182	English Only 62.8 points below standard Increased ++13.4 points 149
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Conclusions based on this data:

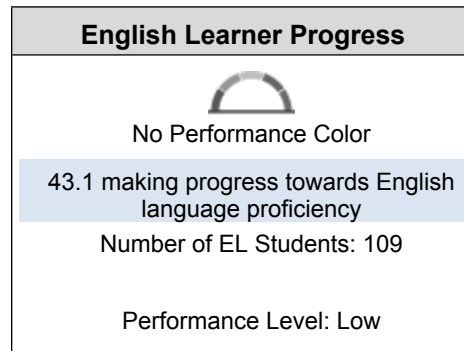
1. Hispanic by 3.7 points
2. SWD increased by 21.8 points.
3. EL's, Filipino, and Asian students declined slightly while English Only students increased.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.7	43.1	0.9	42.2

Conclusions based on this data:

1. 46.4% developed Moderately or Well
2. Approx. 54% remain at Level 1 & Level 2 stages.
3. This is not comparative data and unable to tell the starting points of the students.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	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
 Yellow 11.3 Declined -1.7 621	 Yellow 12.3 Declined -3.3 138	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 12.6 Declined -2 507	 Orange 22.6 Declined -3 84

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  Green 2.8 Declined -1.9 177	Filipino  Blue 2.1 Declined -1.8 47
Hispanic  Yellow 16.7 Declined -0.5 360	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color 9.1 Declined -4.2 11	White  No Performance Color 25 Declined -8.3 12

Conclusions based on this data:

1. Sub groups with chronic absenteeism include, EL's, Socioeconomically Disadvantaged.
2. Students with disabilities have the highest chronic absenteeism,
3. All subgroups had increased rates of absenteeism despite our ADA of 96% for the year.

School and Student Performance Data

Academic Engagement Graduation Rate

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.

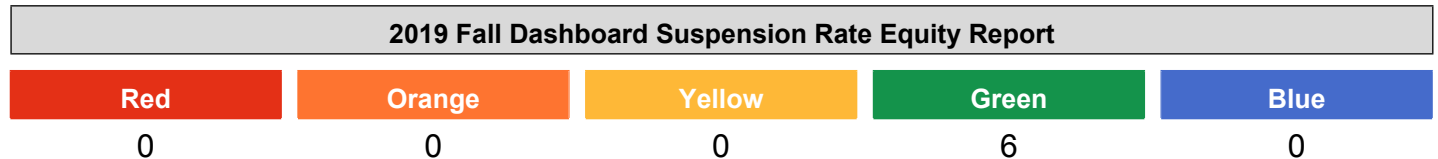
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.5 Declined Significantly -4.9 631	English Learners  Green 3.5 Declined -3.8 143	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  No Performance Color Less than 11 Students - Data Not 3	Socioeconomically Disadvantaged  Green 2.3 Declined Significantly -5.9 514	Students with Disabilities  Green 3.5 Declined -11 86

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 8	American Indian	Asian  Green 1.1 Declined -2 179	Filipino  Green 2.1 Declined -5.7 47
Hispanic  Green 3.5 Declined Significantly -5.6 367	Two or More Races  No Performance Color Less than 11 Students - Data 7	Pacific Islander  No Performance Color 0 Maintained 0 11	White  No Performance Color 0 Declined -8.3 12

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.4	2.5

Conclusions based on this data:

1. Slight increase in suspension for all students.
2. Hispanic suspensions were down whereas Filipino suspensions were up based on the 2 year comparison.
3. SWD had the highest rate of suspension. Asians had the lowest rate of suspensions.

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

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century. 50% of students will meet standards on SBAC in ELA and 35% of students will meet standards on SBAC in Math. ALL students, including english learner, special ed, and socio economic ally disadvantaged, as well as racial subgroups, will progress by 10% in both ELA and Math.

Identified Need

SMS Academic program design of PBL and Integrated Technology must be continuously implemented and further developed to reflect a robust NewTech Network model. SMS must establish a culture of reading. ELA Department collaboration must focus on student progress and standards mastery. Math department collaboration must focus on student progress and standards mastery. Students need additional supports via differentiation and interventions and must include results analysis by subgroup including SED, EL, SpEd, Hispanic, Asian, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standards targeted short cycle assessments, iReady Diagnostic Assessment, Midyear and end of year benchmarks, SBAC, ELPAC, Curriculum assessments for SpEd	Short cycle turn in rate approx 35% by ELA and Math Teachers iReady ELA D1 -> D2 level increase rate of 8% iReady Math D1-> D2 level increase rate of 7% SBAC ELA 1819 growth increase in proficiency rate by 2% SBAC Math 1819 growth increase in proficiency rate by 9%	Short cycle turn in rate 90% Diagnostic score shifts reflecting 10% SBAC ELA 50% proficient SBAC Math 35% proficient

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

INSTRUCTIONAL LEADERSHIP TEAM (ILT) WILL SUPPORT TEACHERS IN THE IMPLEMENTATION OF PBL, NTN, CM, AND TECH INTEGRATION

ILT will oversee and respond to student progress and accordingly, staff development.

ILT will continuously conduct review of programs and analysis of implementation including curriculum and assessments, with attention to the alignment of practice, professional development, progression toward SPSA goals, and problem of practice.

ILT to lead and train staff during grade level collaboration and release time.

SMS Instructional Coach will support ILT with data disaggregation and engage staff in professional development via resource support and training, differentiated professional development, and coaching cycles tailored to individual needs as determined by site administration, ILT, and or Teacher self-analysis.

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)

7,000

Source(s)

Title I

ILT Stipend

1,000

Title I

Meeting materials and supplies and associated costs.

20,000

Title I

Technology Leader .2 allocation

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

DATA DRIVEN SUPPORTS AND INTERVENTIONS

Targeted interventions tutorials for Math and ELA as coordinated by grade levels and administration to directly support student success in academic achievement, coinciding with grade reporting timelines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6000

Source(s)

Title I

Grade-Level after school intervention - \$2,000 per grade level, systematically managed by the grade level team targeting support for our most at risk students. OR for grade level collaboration meetings in the case of an alternative distant learning model.

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

EXPLICIT PROFESSIONAL DEVELOPMENT FOR SUPPORT AND PROJECT BASED LEARNING INSTRUCTION

Increase professional development in strategic instruction: PBL, NTN, Tech Integration. This includes travel, conferences, teacher trainings, teacher release, additional coaching, and opportunities to advance teacher knowledge as it pertains to best instructional practices.

PBL model components including students' field learning experiences. Community connections will provide opportunities for students to think globally and engage locally outside the confines of the school building.

Instructional materials for PBL. This includes student supplies of glue, maker materials, paints, poster paper, tools, drills, consumable supplies, hardware, wood, building materials, RAFT membership. Additionally technology implementation consumables for the Verizon Innovative Learning Lab and tech-rich learning experiences such as educational applications, robotics, healthy advanced self-monitoring systems, ipads and laptops will be purchased to assure the most innovative approaches to teaching and learning.

Data Analysis protocols to guide Department ROCI and interventions. Both targeted and drop in interventions will provide additional support for struggling students.

Current and relevant reading materials will be purchased to support high interest in reading. This includes class sets, differentiated supplementary resources, and adolescent best sellers for the library.

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)
12000	LCFF Supplemental/Concentration \$400 /teacher supplementary instructional materials and supplies
6,000	Title I PD training materials and supplies, Programmatic Instructional materials and supplies, department funds: Art consumables STEAM consumables, Maker consumables for Social Studies, Science consumables, school-wide initiatives directly supporting PBL, NTN, including summer curriculum and orientation materials and supplies 2,000 grd level
3,000	Title I Build culture of reading supported with the purchase of high interest, supplemental materials: ie, novel studies, books that license, cross-curricular program needs, Purchase online books and library equipment, materials and supplies, sound device for positive library environment.
5,600	Title I Stipends for Grade level leadership and Department Leads support professional growth in school wide systems including assessments, and NTN implementation components. 6th, 7th, 8th, ELA, Math, Integrated/inclusion leaders 8x\$700

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

SUPPORT 21ST CENTURY SKILL DEVELOPMENT VIA TECHNOLOGICAL INSTRUCTION AND RELATED MATERIALS AND SOFTWARE

Routinely provide necessary office equipment and instructional technological materials to directly support student learning.

Adult learners continue to stay current with educational apps and best practices with tech integration

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	Title I Materials, Supplies, Upgrades, Software, apps, tech supplemental materials , hardware
3,500	Title I Nearpod learning application
5,000	Title I Annual Tech conferences including CUE conference, associated travel and accommodations
7,800	Title I NewsELA annual subscription to support differentiated materials

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

ALL STAFF MEMBERS WILL COLLABORATE WITH PERTINENT GRADE LEVEL AND DEPARTMENT

Cross-curricular teaming with shared responsibility,

Department standards mapping.

Release days for PD and GLC's.

School-wide focus around differentiation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,000	Title I Staff will be compensated for meetings to collaborate and plan in PLC's 9 times for 20 staff, for 1 hour(\$50) =9,000
7750	LCFF Supplemental/Concentration Chrome book Laptop Cart
700	Title I Curriculum, textbook, TE Coordination stipend

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

DIRECT SUPPORT FOR STUDENT LEARNING EXPERIENCES INCLUDING FIELD TRIPS, EXTENDED LEARNING OPPORTUNITIES AND PARTICIPATION IN ACADEMIC TEAMS.

Teachers to engage learners in real-world connections via experiential learning in the field.

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)
30,000	Title I 10K/Grd level for transportation, admissions, guides, field expert contracts OR PD stipends to sustain successful alternative model implementation.
5,000	Title I Spelling Bee, MESA Advisors, and Mathletes, Clubs, academic competitions, Makerspace, etc

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

DIRECTLY MONITOR AND SUPPORT PROGRESS OF ENGLISH LANGUAGE LEARNERS.

Use ELPAC domain targets and intervention curriculum to support students in core curriculum.

Recognize and celebrate student progress

Targeted interventions to support proficiency gains.

Ongoing PD of CM components including language functions, scaffolds, and bricks/mortar

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)

700

Source(s)

Title I

EL Liaison paperwork tracking and celebration coordination stipend. and documentation of reclassification materials and supplies

3,000

Title I

Constructing Meaning support including materials and CM trainer for staff PD.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Analysis of 1819SY data shows continuous improvement is notable in the implementation of the NewTech Network model. Standards mastery has reflected student progress of targeted skills.

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

7th grade team opted to allocate field trip funds toward purchase of materials for annual Medieval Faire. School site council approved this one time allocation to support annual event with lasting materials to be used year after year, noting that 7th grade field trips resume as described in SPSA for 1920SY.

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

Changes in the SPSA include increased materials allocations to expand design thinking and makers spaces as an integral part of SMS program implementation. Teacher Teaming and collaboration will be directly supported through release time for differentiated PD and PBL planning.

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

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 2

All students will be educated in learning environments that engage all stakeholders to provide a safe, drug-free, positive school community that promotes student achievement and success via recognition of progress, and incentive based privileges/rewards.

Identified Need

Parent engagement at all levels of school improvement will strengthen positive school community and PBIS at Sheppard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent engagement hours and activities, Student PBIS NTN STAR data, attendance data, suspension data, intervention types and services with attention to attendance, Parent Teacher connections records.	Over 3,000 parent hours logged PBIS STAR data tracking inconsistent 2% student suspension rate 7% chronic absenteeism Parent conferences systems inconsistent for tracking	Maintain 3,000 hours of parent engagement Track S-T-A-R level up system Maintain low suspension rates Maintain low rates of chronic absenteeism Establish grade level systems of teaming with families.

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

UNITE ENTIRE SCHOOL COMMUNITY TO SUPPORT OUR SCHOOL IN ITS MISSION TO PREPARE OUR STUDENTS IN COLLEGE AND CAREER READINESS THROUGH POSITIVE SCHOOL EXPERIENCES AND LEARNING.

Continue to engage families as collaborative partners including family nights, staff/family earners program, regular meetings to analyze school's progress toward goals in which stakeholders are rewarded for above and beyond regular/routines

Partner with community associates in work.

Engage students, staff, and greater community in opportunities to interact positively with one another.

SSC and ELAC promote all stakeholder partner in school goal monitoring and work.

Provide direct programmatic training, including 6th grade Bridge program, Grade Level parent meetings

Intramural Sports program for all students. Accessible to all students during regular school day during social times

After school sports program that increases sense of belonging for some students, and add to overall school spirit and culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,418	Title I Intramural coaches stipends, for tournament organization during social times including supplies and materials, prizes etc.
23,738	LCAP Central Sports Budgets After school sports program - coaches stipends, organization supplies and materials
	Team building opportunities with students, families and staff - Celebration materials, Staff/family earners program, meeting supplies. Travel and PD related expenses for staff to coordinate PBIS.
7,000	Title I Audacity Theater Production

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

CONTINUE TO UNITE STAFF AROUND WORK AND STRENGTHEN STAFF COMMITMENT TO CONTINUE BEST PRACTICES IN SUPPORTING STUDENTS.

Engage in NTN model for climate and culture

Restorative justice training

Celebrate staff and teacher contributions

Build staff culture and community building 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)

4,000

Source(s)

Title I

Staff retreat for extensive differentiated professional development with expertise in project based learning, Constructed Meaning, and integrated technology.

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

SET CLEAR EXPECTATIONS FOR MANAGING STUDENTS WITH DUE PROCESS AND RESTORATIVE PRACTICES TO PROVIDE STUDENTS WITH APPROPRIATE PRIVILEGES THAT REINFORCE UNITY AND INDIVIDUAL ACCOUNTABILITY.

Establish and publish routines for progressive discipline.

Establish student identification systems that allow for awarding privileges in response to safe, trustworthy, responsible behavior.

Monitor attendance and eradicate chronic absenteeism.

Avoid suspensions whenever possible unless the students' presence jeopardizes the safety of others.

Track student efforts in safety, trust, agency, respect. Allow students to earn additional privileges as part of PBIS leveling up system.

Student store tickets and prizes to promote STAR behaviors.

Install apps to manage the program and to reward student trustworthy conduct with tech.

Students will be recognized for positive behaviors by grade level.

Support clubs and student-founded group needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF Supplemental/Concentration

Purchase materials for STAR PBIS program including lanyards, level up stickers, rally materials

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

UTILIZE COUNSELING TEAM TO SUPPORT GRADE LEVEL TEAMS IN PARENT OUTREACH AND COORDINATION OF INTERVENTION EFFORTS AND CELEBRATING WHEN STUDENTS REACH GOALS.

Traditional celebrations include Honor Roll night, Movie day, Student of the month celebrations, School rallies,

8th Grade early promotion planning,

7th grade parent meetings for at-risk students.

Weekly Progress Report tracking

6th grade Bridge completion celebration/bbq

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)

3,000

Source(s)

LCFF Supplemental/Concentration

Honor Gear including shirts, bumper stickers, certificates of recognition, prizes, spirit gear

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

By 2015-2016 all students will be taught by highly qualified teachers.

Goal 3

All teachers will be highly qualified and will continue to develop their skills.

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

Hire HQ teachers (if needed) (Aug 2013)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	N/A
--	-----

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide BTSA and Intern Support if needed (Aug 2013)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity
Provide Professional Development opportunities (Aug 2013-June 2014)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District funded

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

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

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 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

Goal 7

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$181,206.00

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	\$133,718.00

Subtotal of additional federal funds included for this school: \$133,718.00

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 (\$)
LCAP Central Sports Budgets	\$23,738.00
LCFF Supplemental/Concentration	\$23,750.00

Subtotal of state or local funds included for this school: \$47,488.00

Total of federal, state, and/or local funds for this school: \$181,206.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	133718	0.00
LCFF Supplemental/Concentration	23750	0.00
LCAP Central Sports Budgets	23,738	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Jacqueline J Montejano	Principal
Joann Sanchez	Classroom Teacher
Jennifer Doherty	Classroom Teacher
Severiana Tupai	Classroom Teacher
Ana Hernandez	Other School Staff
Deisy Villeda	Parent or Community Member
Elizabeth Perez	Parent or Community Member
Judy Phung	Parent or Community Member
Veronika Rodriguez	Parent or Community Member
Maria Garcia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: Campus Collaborative 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 24, 2019.

Attested:

Principal, Jacqueline J Montejano on
SSC Chairperson, Severiana Tupai on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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