School Year: **2023-24**

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
Trust Blended Learning Program	37 68197 0132951	May 24, 2023	June 20, 2023

Purpose and Description

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

> ⊠ Schoolwide Program
> ⊠ Additional Targeted 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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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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).

Our school's comprehensive needs assessment includes solicited input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible). They allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :
Support for academic learning
School Safety
Belonging in the School Community

Parent data indicated parents have a desire for more opportunities to make suggestions and provide input on the independent study program.   Teacher data displayed the desire for more training and direction in project-based learning.

The Extended School Services (ESS) program, which provides before and after-school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to achieve improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children and that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

District/Site Collaborative Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Cohort Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Formal Classroom Observations:
To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Peer Observations:
Ghost walks and peer-to-peer observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

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)

Through Professional Learning Communities (PLCs), teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported by daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student needs and site priorities which include: comprehension of grade-level informational text, writing, student engagement, and visible learning.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)
Intro to Google Classrooms
Project Based Learning
Math Expressions: Getting Started
Environmental Literacy for Social Studies
Daily 5 Routine for Running Small Group Rotation
Amplify: Analyzing Student Work
High Leverage ELD Strategies
Number Talks and Dot Talks
Supporting Diverse Learners
Virtual Manipulatives in Math Instruction
Minimizing Math Anxiety
Redefining Classroom Management
Social Emotional Learning in PE
Informational Text in PE
Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District-wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data-driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social-emotional learning, and mental health

Site-level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2023-24 school year will focus on comprehension of grade-level informational text, visible learning, writing, and student engagement.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations around data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), I-Ready data in math and reading, CORE social-emotional learning survey (grades 4-8), common assessments, benchmark assessments, needs assessments and surveys, and staff development provides the basis for School Site Council and administrative planning. Using data to modify and drive instruction with effective evidence-based instructional strategies is our primary focus in raising student achievement.

In 2023-24, the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Curriculum for Social-Emotional Learning
i-Ready

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.
To support successful school and family interactions, the district is committed to engaging parents through:
- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representatives from each site to the district-level parent advisory committees, known as the District Parent Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (classified staff, certificated staff, administrative staff) to obtain input about district programs.

<u>Funding</u>

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

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

Educational Partner 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

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2023-24 School Plan for Student Achievement (SPSA), school leaders met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of underperformance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC #3 Meeting, April 19 at 2:00
- SSC # 4 Meeting, Date, Time; SSC #5 Meeting, April 19 at 3:00
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: April 18 at 1:50
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.): January 5 at 3:00; April 19 at 3:00

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Resource Inequities

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:
- Lack of site social worker time focused on attendance and chronic absenteeism
- Transiency of students makes it challenging to build relationships
- There was a lack of consistent IDS teacher support which limits access to coaching

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	%	%	0%			0
African American	7.4%	8.90%	8.26%	5	26	10
Asian	4.4%	2.74%	2.48%	3	8	3
Filipino	2.9%	2.40%	2.48%	2	7	3
Hispanic/Latino	44.1%	61.99%	65.29%	30	181	79
Pacific Islander	%	%	0.83%			1
White	27.9%	15.07%	11.57%	19	44	14
Multiple/No Response	13.2%	8.90%	9.09%	9	26	11
			Total Enrollment	68	292	121

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	4	29	8
Grade 1	7	19	17
Grade 2	5	38	5
Grade3	7	31	15
Grade 4	11	30	13
Grade 5	5	37	14
Grade 6	8	32	15
Grade 7	11	28	12
Grade 8	10	48	22
Total Enrollment	68	292	121

The conclusions based on this data

1. We continue to be a diverse community of learners with a variety of needs. There has been an increase of Hispanic students over the last three years from from 50% to 61.99%. This presents a need to ensure curriculum and delivery of instruction is culturally responsive and meets the needs of individual students.

2. Though our overall enrollment has increased by 238 students over the past three years we have noticed that our enrollment fluctuates throughout the year. The transient nature of our population and the recent increase in enrollment is related to COVID and concerns for student safety and well being.

3. The data shows an increase in enrollment in grades 6-8. This presents a need for goals to increase our family and community engagement opportunities and social emotional activities to prepare students for middle school and high school. We must create a sense of connectedness that has a positive impact on student learning and achievement.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	3	59	23	4.40%	20.2%	19.0%
Fluent English Proficient (FEP)	4	25	9	5.90%	8.6%	7.4%
Reclassified Fluent English Proficient (RFEP)	1		1	33.3%		5.4%

The conclusions based on this data

1. Over the last three years, our percentage of English leaners has increased by 16.5%.

2. The number of students who have reclassified as fluent English proficient has continued to rise from 5,9% to 8.6%. We will continue to focus on English learner growth by supporting teachers in deepening their practice by instructing English learners within all content areas. We have identified vocabulary as a large area of need and have set goals to intentionally plan and focus on academic and content-area vocabulary within all lessons.

3. As enrollment has increased so has our English language learner enrollment, from 3 to 59. Teachers will continue to analyze activities during their collaboration for English learners and then design lessons that include effective and engaging strategies with special attention given to EL standards and skills.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	32		0	31		0	31		0.0	96.9	
Grade 4	9	37		0	32		0	32		0.0	86.5	
Grade 5	5	31		0	29		0	29		0.0	93.5	
Grade 6	7	31		0	28		0	28		0.0	90.3	
Grade 7	17	42		0	41		0	41		0.0	97.6	
Grade 8	9	64		0	62		0	62		0.0	96.9	
All Grades	55	237		0	223		0	223		0.0	94.1	

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2336.			9.68			9.68			12.90			67.74	
Grade 4		2476.			31.25			21.88			21.88			25.00	
Grade 5		2505.			24.14			20.69			27.59			27.59	
Grade 6		2544.			17.86			42.86			21.43			17.86	
Grade 7		2524.			4.88			34.15			34.15			26.83	
Grade 8		2533.			9.68			32.26			20.97			37.10	
All Grades	N/A	N/A	N/A		14.80			27.80			23.32			34.08	

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.68			38.71			51.61	
Grade 4		21.88			59.38			18.75	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		12.20			75.61			12.20	
Grade 8		16.13			51.61			32.26	
All Grades		17.04			56.05			26.91	

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			38.71			61.29	
Grade 4		21.88			62.50			15.63	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		4.88			63.41			31.71	
Grade 8		6.45			53.23			40.32	
All Grades		10.31			56.50			33.18	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90			58.06			29.03	
Grade 4		15.63			78.13			6.25	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		7.32			90.24			2.44	
Grade 8		6.45			69.35			24.19	
All Grades		10.76			75.34			13.90	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			45.16			54.84	
Grade 4		15.63			71.88			12.50	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		14.63			70.73			14.63	
Grade 8		12.90			67.74			19.35	
All Grades		11.66			68.16			20.18	

The conclusions based on this data

1. 42.6% of student met/exceeded the standard in ELA. Student population in grades 3-8 increased from 39 in 18-19 to 237 in 21-22. This change in population may affect a direct comparison of data.

2. Writing is the area with the greatest need for improvement, with 33.18% of students below standard. This may be attributed to an increase in online learning and less student writing time and instruction .

3. Listening was the strongest area in ELA with 75.34% at or near standard and 10.76% above standard. Due to the nature of the independent study program students spend more time practicing listening skills than in the traditional classroom.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	30		0	30		0	30		0.0	100.0	
Grade 4	9	37		0	32		0	32		0.0	86.5	
Grade 5	5	31		0	29		0	29		0.0	93.5	
Grade 6	7	31		0	28		0	28		0.0	90.3	
Grade 7	17	40		0	39		0	39		0.0	97.5	
Grade 8	9	63		0	61		0	61		0.0	96.8	
All Grades	55	232		0	219		0	219		0.0	94.4	

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2319.			6.67			3.33			16.67			73.33	
Grade 4		2445.			3.13			25.00			37.50			34.38	
Grade 5		2433.			6.90			3.45			20.69			68.97	
Grade 6		2492.			7.14			10.71			39.29			42.86	
Grade 7		2447.			2.56			12.82			23.08			61.54	
Grade 8		2470.			8.20			4.92			21.31			65.57	
All Grades	N/A	N/A	N/A		5.94			9.59			25.57			58.90	

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00			16.67			73.33	
Grade 4		15.63			50.00			34.38	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		2.56			43.59			53.85	
Grade 8		6.56			37.70			55.74	
All Grades		7.31			36.99			55.71	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			30.00			63.33	
Grade 4		9.38			65.63			25.00	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		5.13			33.33			61.54	
Grade 8		6.56			47.54			45.90	
All Grades		6.85			44.75			48.40	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			43.33			56.67	
Grade 4		3.13			59.38			37.50	
Grade 5		*			*			*	
Grade 6		*			*			*	
Grade 7		2.56			58.97			38.46	
Grade 8		4.92			47.54			47.54	
All Grades		3.65			55.25			41.10	

The conclusions based on this data

1. 15.53% of students met/exceeded standards in Math, an increase of 3.77% from 2018-19. When including those who almost met standard, the percentage is 41.1%. Teachers need to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

2. Students were most successful in communicating reasoning with 58.9% of students at/near of above standard. This area, however still needs significant action and intervention in order to help all students be successful.

3. Data indicates that overall grade 4 and grade 6 were most successful in the area of mathematics and grades 3 and 7 scored lower overall. This indicates a need for a site focus on mathematics standards and collaboration around teaching strategies and interventions to help students be more successful.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	4	
3	*	1473.8		*	1484.6		*	1462.5		*	14	
4	*	*		*	*		*	*		*	8	
All Grades										5	65	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
3	*	7.69		*	15.38		*	61.54		*	15.38		*	13	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	*	35.48		*	32.26		*	27.42		*	4.84		*	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
3	*	7.69		*	53.85		*	38.46		*	0.00		*	13	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	*	41.94		*	41.94		*	14.52		*	1.61		*	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
3	*	7.69		*	0.00		*	30.77		*	61.54		*	13	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	*	19.35		*	30.65		*	29.03		*	20.97		*	62	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
3	*	23.08		*	69.23		*	7.69		*	13	
4	*	*		*	*		*	*		*	*	
All Grades	*	37.10		*	58.06		*	4.84		*	62	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
3	*	30.77		*	53.85		*	15.38		*	13	
4	*	*		*	*		*	*		*	*	
All Grades	*	48.39		*	46.77		*	4.84		*	62	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
3	*	7.69		*	15.38		*	76.92		*	13	
4	*	*		*	*		*	*		*	*	
All Grades	*	19.35		*	56.45		*	24.19		*	62	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
3	*	0.00		*	76.92		*	23.08		*	13	
4	*	*		*	*		*	*		*	*	
All Grades	*	25.81		*	64.52		*	9.68		*	62	

The conclusions based on this data

1. 41.94% of students are performing at an overall level of 4. Many of these students are at risk and funding will be allocated to provide additional language development assistance for these students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible and to attain parity with native speakers of English.

2. 24% of all students are at a beginning level in reading and only 1.61% overall at a beginning level. This indicates a need to create consistency in instruction for English learners by prioritizing reading in combination with English language development.

3. There are 62 English learners at Trust which is a significant increase from prior years. We are committed to providing students with a structured English Immersion program. We are providing a classroom setting for English learners in which all English learners are receiving at least 30 minutes of English language development instruction daily.

2022-23 Annual Review

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:
The percentage of all students in Grades 3-8 meeting standard on SBAC (ELA) will increase from 42.60% to 49%.

The percentage of English Learners in Grades 3-8 meeting standard on SBAC (ELA) will increase from 20.51% to 30%.

The percentage of socioeconomically disadvantaged students in Grades 3-8 meeting standard on SBAC (ELA) will increase from 39.05% to 49%
.
The percentage of students with disabilities in Grades 3-8 meeting the standard on SBAC (ELA) will increase from 3.85% to 15%.

Local Assessments:
The percentage of all students in Grades K-8 scoring at or above grade level on i-Ready (ELA) will increase from 49% to 56%.

The percentage of English Learners in Grades K-8 scoring at or above grade level on i-Ready (ELA) will increase from 25% to 40%.

The percentage of socioeconomically disadvantaged students in Grades K-8 scoring at or above grade level on i-Ready (ELA) will increase from 48% to 56%

The percentage of students with disabilities in Grades K-8 scoring eat or above grade level on i-Ready (ELA) will increase from 16% to 24%

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall 50% of students are scoring at or above grade level in reading after diagnostic 2. This is a 5% increase over diagnostic 2 scores in 21-22 and a 1% increase over end-of-year percentages in 21-22. We are on track to reach our overall end-of-year goal of 56% for the 22-23 school year. 39% of English learners in K-8 are at or above grade level at diagnostic 2 which is an increase of 16% over 21-22 diagnostic 2 results. We should exceed our end-of-year goal of 40% by diagnostic 3. The percentage of socio-economically disadvantaged students in grades K-8 is 46% at diagnostic 2. We are expected to reach our end-of-year goal with an increase of 10% from diagnostic 2 to diagnostic 3. There is an increase of 4% from diagnostic 2 in 21-22 to diagnostic 2 in 22-23 for our students with disabilities. We must show an overall increase of 14% between diagnostic 2 and 3 this year in order to meet our end-of-year goal of 24%.

As evidenced by professional learning community (PLC) staff notes, student work, and principal observation teachers provided daily instruction through discussions and student collaboration promoting comprehension of informational text and highlighting
close reading skills. Understanding of informational text was weaved not only into language arts but into social studies and science in order to provide practice for students to master this skill and increase reading comprehension. Books were purchased to support small-group instruction in reading. Using SIPPS phonics materials, all students in grades K-3 in the Blended learning program received an hour of phonics development support at their independent level from their classroom teacher each afternoon. Small-group reading, phonics, and writing support were not implemented consistently during online instructional days. This is a goal of implementation for the upcoming year. There is still a significant need to use diagnostic grouping results from iReady to implement small targeted focused groups in the English language arts domains.

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

There were no major differences between the intended implementation and/or budgeted expenditures.

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.

Schedules will be written to provide each teacher time to provide targeted reading small group instruction to all students, using the iReady supplemental lessons. Teachers will spend more time engaging students in close reading and the development of writing using informational text in order for all students to increase reading comprehension proficiency. Students, including students with disabilities and English learners who are not at grade level in phonics and vocabulary, will receive additional tutoring using the SIPPS curriculum. We will compare diagnostic 2 results from 22-23 to 23-24 for data analysis and growth comparison of students mid or above grade level, not including early-on grade level students as in the previous year. We will set goals and monitor progress around the comprehension of informational text as well as provide resources for student and staff support and development around this learning. Teachers will collaborate in teams and work with the IDS teacher to analyze data and review instructional strategies to support increased student learning and mastery of standards in reading and writing.

2022-23 Annual Review

Goal Subject

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:
The percentage of all students in Grades 3-8 meeting standard on SBAC (Math) will increase from 15.53% to 30% (minimum of 3% increase).

The percentage of English Learners in Grades 3-8 meeting standard on SBAC (Math) will increase from 2.5% to 25% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-8 meeting standard on SBAC (Math) will increase from 10.91% to 25% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-8 meeting standard on SBAC (Math) will increase from 3.85% to 15% (minimum of 8% increase).

Local Assessments:
The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 36% to 43%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 23% to 35%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 35% to 43%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 16% to 24%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall 27% of students are scoring at or above grade level in reading after diagnostic 2. This is a 1% decrease from diagnostic 2 results in 21-22 and a 9% decrease from end-of-year percentages in 21-22. There is a concern we may not reach our overall end-of-year goal of 43% for the 22-23 school year. 28% of English learners in K-8 are at or above grade level at diagnostic 2 which is an increase of 16% over 21-22 diagnostic 2 results. We should exceed our end-of-year goal of 35% by diagnostic 3. The percentage of socio-economically disadvantaged students in grades K-8 is 22% at diagnostic 2. There is a concern we will not make our expected end-of-year overall goal of 43% based on diagnostic 3 results in 21-22. There is a decrease of 6% from diagnostic 2 in 21-22 to diagnostic 2 in 22-23 for our students with disabilities. We must show an overall increase of 19% between diagnostic 2 and 3 this year in order to meet our end-of-year goal of 24%. In all groups, except English learners, there is a decline in proficiency for math as evidenced on the iReady assessment for diagnostic 2 during the 22-23 school year. Teachers provided some additional small group math tutoring support during online days in the afternoons. Generation Genius provided some additional support for students needing additional time to learn science concepts and it enhanced math practice around graphing and understanding data. More activities and strategies need to be implemented for the upcoming year in mathematics.

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

There were no major differences between the intended implementation and/or budgeted expenditures.

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.

Schedules will be written to provide each teacher time to provide targeted small-group math intervention.   Using the iReady math supplemental lessons teachers can focus on individual student needs using these lessons for practice at school and at home. Teachers will spend more time teaching math both on online and in-person days. Teachers will be given opportunities on the school campus for professional development and collaboration to analyze math data, understand the math standards, and learn how to use effective strategies for mastery. We will compare diagnostic 2 results from 22-23 to 23-24 for data analysis and growth comparison of students mid or above grade level, not including early-on grade level students as in the previous year. Teachers will collaborate in PLC teams to analyze data and review instructional strategies in order to support mastery of math standards. Release days will be provided to teachers to work collaboratively with a focus on strategies for effective math practice and interventions for students below grade level.

2022-23 Annual Review

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 5% to 53.65%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Data shows that chronic absenteeism is high at Trust with 58.65 % of students chronically absent during the 21-22 school year. This year there has been a decline in our chronically absenteeism rate to 47%, which is a decrease of 11.65%. Of our chronically absent students 31% are in attendance in our traditional home school program and 16% are in the blended program (attending school two days a week and online three days a week).

There has been an improved student support system with early warning strategies for students put into place. Chronic absenteeism has been monitored and communicated with staff regularly throughout the year. The site social worker has increased student contact by meeting with students individually to determine why absences are occurring and collaborating with students on strategies to be at school daily. Teachers have increased weekly communication with families and students who are at risk of becoming chronically absent.   Re-engagement plans have been activated within two weeks of disengagement with strategies that include home visits by the principal and social worker, calls home, parent workshops, and connection to community resources available to families. Student Success Team (SST) meetings have been activated quickly and are a regular part of the staff's weekly schedule in an effort to strategize with staff and families on school connectedness and improving attendance.

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

There were no major differences between the intended implementation and/or budgeted expenditures.

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.

Student engagement, including school connectedness, work completion, participation, and attendance, is a priority for student success in an independent study program.   We will continue to utilize the site social worker and engage parents in the problem-solving process.   Staff will build relationships, monitor engagement, and look for ways to celebrate our students and families. We will monitor student absences bi-weekly and implement and update "Tiered Re-engagement Plans" and strategies. We will look at weekly chronic absence reports to see if any particular student population has a comparably different percentage rate than their peers. Home visits will include parent and student surveys in order to determine possible school avoidance issues and strategies to help kids overcome school refusal.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

The percentage of students who respond favorably will increase to the following percentages in each domain:

Culture/Climate - 86%
Growth Mindset -80%
Self-Management- 85%
Self-Efficacy- 70%
Social Awareness- 80%

The percentage of parents who respond favorably will increase to the following percentages in each domain:

Support for Academic Learning - 90%
Sense of Community - 91%
Sense of Safety - 85%

TRUST Blended Learning will maintain a suspension rate below .5%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Staff supported students with positive intervention strategies and restorative practices to improve school culture, and student engagement, and increase learning. Daily social-emotional learning lessons each morning in every class increased connections between students, the teacher, the student, and the Trust community. The SEL lessons and activities each morning provided an environment where students felt supported and positive school culture was promoted. Data shows that during the 22-23 school year, 87% of parents agreed or strongly agreed there was a strong sense of community and 93% feel their child feels welcome at school. School-wide activities were successful in bringing the Trust community together. Parents and students had opportunities to come on campus for community enrichment. Educational excursions included the San Diego Zoo,

La Mesa Library, and Ruben H. Fleet. Students were able to interact in a social and educational setting with multi-age peers. Though activities were implemented there are many more opportunities in the community that we would like to explore for next year.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Educational excursions are an important part of the social fiber for students who only come to school in person two days a week. In the upcoming year, an increase in educational excursion aligned with learning goals would enhance academic understanding as well as promote school community and social connections. The importance of family involvement in an independent study program is vital. Celebrations of accomplishment and achievement will be reoccurring throughout the year as will focus monthly community events on and off campus bringing families together for positive interactions. Increase implementation of school avoidance strategies.

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-8 scoring mid or above grade level on i-Ready (ELA) will increase from 30% to 35%.

The percentage of English Learners in Grades K-8 scoring mid or above grade level on i-Ready (ELA) will increase from 17% to 25%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 25% to 33%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 30% to 38%.

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-8)	ALL students, Grades 3-8 - XX% English Learners, Grades 3-8 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-8 - XX%	ALL students, Grades 3-8 - XX% English Learners, Grades 3-8 - XX% Socioeconomically Disadvantaged Students, Grades 3-8 - XX% Students with Disabilities, Grades 3-8 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 30% English Learners - 17% Socioeconomically Disadvantaged Students - 25% Students with Disabilities - 30%	ALL students - 35% English Learners - 25% Socioeconomically Disadvantaged Students - 33% Students with Disabilities - 38%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Learner student proficiency will be analyzed, and areas of development will be identified.
* Teacher release time to attend English learner professional development and collaborate around EL strategies
* Designate an additional 30 minutes of structured EL support each week for students who are long-term English learners or at risk of becoming long-term English learners.
* Meet individually to set goals with students who are long-term English learners or at risk of becoming long-term English learners.
* Conduct at least two data chats during the year with each EL student to review progress toward English language proficiency

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

Based on data from iReady, Literably, and SIPPS assessments teachers will deliver the weekly evidence-based intervention to cohorts of students not reading at grade level.
* Evidence-based intervention materials to support learning
* Release time for teachers to analyze data and collaborate on targeted reading lessons including comprehension of informational text
* Additional funding for classroom teachers to provide reading and phonics intervention after school to students reading below grade level

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)
	LCFF 1000-1999: Certificated Personnel Salaries Release time for teachers to analyze data
	LCFF 4000-4999: Books And Supplies Evidence based English language arts materials for tutoring

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

All teachers will deliver targeted reading instruction
* Teachers will engage in regular progress monitoring and use targeted instructional lessons in iReady in order to provide reading instruction at each student's individual level.
* Leveled reading books for novel studies in grades 4-8 to enhance the learning of close reading strategies.
* Release time for teachers to collaborate on skills for reading and writing responses in relation to informational text
* Professional learning focused on student mastery of reading and writing responses to informational text
* IDS teacher will coach teachers on reading standards and successful reading and writing practices in the classroom
* Celebrations for student progress in reading and writing each trimester

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)
	LCFF 4000-4999: Books And Supplies Books for novel studies and reading groups

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

Increase student exposure to informational text through project-based learning
* Increase informational text sources on campus that align with other curricular areas, such as science, math, social-emotional learning, and history
* Provide teacher release time to collaborate on project-based learning that embeds informational text into all curricular areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Informational text resources
	LCFF 1000-1999: Certificated Personnel Salaries Release time for collaboration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI)

* The SAI teacher will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs
* SAI and general education teachers will meet regularly to articulate, plan instruction, and review student progress
* Data will be analyzed to determine placement in an intervention (less than two years below grade level) and replacement curriculum (Read Well, Flex)
* Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension)

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)
	LCFF 1000-1999: Certificated Personnel Salaries Release time for SAI and general education teachers to collaborate

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-8 scoring at or above grade level on i-Ready (Math) will increase from 14% to 25%

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 17% to 25%

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 13% to 21%

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 14% to 22%

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-8)	ALL students, Grades 3-8- xx% English Learners, Grades 3-8 - xx% Socioeconomically Disadvantaged Students, Grades 3-8 - xx% Students with Disabilities, Grades 3-8 - xx%	ALL students, Grades 3-8 - xx% English Learners, Grades 3-8 - xx% Socioeconomically Disadvantaged Students, Grades 3-8 - xx% Students with Disabilities, Grades 3-8 - xx%
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students - 14% English Learners - 17% Socioeconomically Disadvantaged Students - 13% Students with Disabilities - 14%	ALL students - 25% English Learners - 25% Socioeconomically Disadvantaged Students - 21% Students with Disabilities - 22%

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

Teachers will focus on aligning curriculum, instructional practice, and assessment with essential math standards at their grade level.
* Teachers will use iReady data and chapter assessments to inform instructional decisions
* Staff meetings and professional learning communities (PLC), and release time for collaboration will be used to support teachers in deepening their
understanding of math essential standards and backward planning.
* Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.
* Teachers will collaborate with the IDS teacher for coaching and support

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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Additional time for teacher professional development

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-risk Students, English Learners, Students with Disabilities

Strategy/Activity

A school-wide system of differentiated instruction and interventions will be put into place to help students master math standards.
* Students working below grade level will participate in daily small-group math instruction.
* Teachers will utilize iReady targeted supplemental lessons to support intervention at home and at school
* Teachers will meet individually with at-risk students and conduct math data chats each trimester to set short-term and long-term goals
* Increase collaboration time between the SAI and general education teacher
* Provide additional small group instruction with at-risk English learners linking math strategies to ELD standards

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)
	LCFF 1000-1999: Certificated Personnel Salaries Additional time for tutoring

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

Teachers will utilize strategies from "Making Thinking Visible" to promote engagement, understanding, and independence for all learners during math
* Classroom walk-throughs will be conducted to observe, analyze, and calibrate evidence of high-quality teaching and learning
* Teachers will collaborate on and implement thinking routines to promote learning, create effective student questioning, and enhance listening to make thinking visible during math lessons

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)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by at least 5% each year.

21-22 Data for Chronic Absenteeism
Fall 2022 Dashboard
22-23 Chronic Absence Rates
Students with disabilities 67.2%.   Students with disabilities 40%
Black/African American 70%   Black/African American 50%
Multiple Races/ Two or More 35.9%   Multiple races/Two or More 43.75%
White 54%   White 36.36%

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2022-2023, the Trust's rate of chronic absenteeism was 44.05%. Students with disabilities 40% Black/African American 50% Multiple Races/ Two or More 43.75% White 36.36%	In 2023-2024 Trust will reduce its rate of chronic absenteeism overall by 20%. For students with disabilities 32% Black/African American 40% Multiple Races/ Two or More 34% White 31%

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

The site social worker will support site engagement and attendance through a variety of
interventions.
* Weekly check-ins to increase school connectedness
* Communication with families through phone calls, Zoom, emails, in-person meetings, and home
visits
* Welcome phone calls to families within the first week of attending school to connect with families
and assess for potential needs
* Check in with each new student on the first in-person day at school

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students
Black/African American; white, multiple races/two or more; students with disabilities

Strategy/Activity

A three-tiered Reengagement Plan will be put into place if students are at risk for disengagement.
The staff will support and encourage students who are at risk for not engaging.
* The principal and site social worker will do a home visit
* The teacher will set up a plan for ongoing communication with parents regarding work completion,
participation, and academic progress
* Staff will determine the student's needs, including technology academic support, physical or
mental health concerns, social services, etc.
* The teacher will contact the student to learn more about their interests and future plans to help
guide the classwork, participation, and routines in that direction.
* Office staff will verify the contact information and address access and connectivity issues
* The teacher will conduct weekly live check-ins with the student and the parent
* Possible School Link referral made for services/resources for ongoing support or wrap-around
services for families
* School Success Team (SST) or IEP meeting to discuss concerns and strategize solutions
* One-on-one or small group support from the site social worker
* Written notice to parents regarding disengagement

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)
	LCFF 1000-1999: Certificated Personnel Salaries Additional time for home visits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

School Avoidance Support
*   Staff meets with students to set goals in order to bridge them back into school
*   Parent workshops on school avoidance and student anxiety
*   Parent resources on school avoidance available on campus such as videos and books
*   School Help sessions for students conducted by the site social worker
*   Teacher and principal home visits provide students with a safe way to share their fears and concerns about attending
*   504 plans to support students working towards a return to school

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Resources and books on school avoidance
	LCFF 1000-1999: Certificated Personnel Salaries Additional time for home visits

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase in parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from two at 4.76% to 4%

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	Students who responded favorably on a five-point scale in the domains listed below are as follows: Culture/Climate - 3.40 Growth Mindset - 3.89 Self-Management- 4.07 Self-Efficacy- 3.45 Social Awareness- 3.76	Students who respond favorably on a five-point scale will increase the scale score in each domain: Culture/Climate - 3.8 Growth Mindset - 4.0 Self-Management- 4.2 Self-Efficacy- 3.75 Social Awareness- 3.9
Annual Parent Survey Results	The percentage of parents who responded favorably in the	The percentage of parents who respond favorably will increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	domains listed below are as follows: Support for Academic Learning - 88% Sense of Community - 89% Sense of Safety - 80%	to the following percentages in each domain: Support for Academic Learning - 91% Sense of Community - 92% Sense of Safety - 85%
Suspension Data	The suspension rate for Trust for the 2022-2023 school year is 4.76%	The percentage of students suspended will decrease to 4%.

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)

At-Risk Students

Strategy/Activity

Restorative Practices
* Establish positive relationships between staff and students through community activities
* Through professional development at staff meetings, the staff will learn how to establish a climate of understanding around trauma-informed care and responses
* Training for the campus attendant on how to use restorative principles when intervening and interacting with students
* Decrease the suspension rate by providing meaningful alternative consequences that do not create a loss in student learning
* Parent workshops around managing challenging behavior presented by the site social worker

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)
	LCFF 1000-1999: Certificated Personnel Salaries Additional time for campus attendant professional learning
	LCFF 4000-4999: Books And Supplies Supplies for parent workshops

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

Educational Excursion
* Opportunities for students to visit places in the community that enhance educational goals and the California State Standards
* Increase opportunities for cross-age peer relationships
* Increase family, teacher, and student connections in an off-campus learning environment

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

Amount(s)	Source(s)
	LCFF 5000-5999: Services And Other Operating Expenditures Cost of busses from transportation and admission to locations

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

Community Activities
* Provide celebrations for achievement and progress
* Invite parents and students to participate together in regularly scheduled local community locations such as the park, fire station, library, star watching, etc.

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Supplies for community events and awards/incentives for student celebrations

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

Social Emotional Learning
* Daily social-emotional learning lessons and activities during homeroom
* In-class restorative circles and class meetings
* The site social worker provides monthly lessons in each classroom
* Parent workshops to learn how to support their child at home
* Parent workshops provided by the site social worker on safety
* Resources for parents and students on school avoidance and anxiety

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)
	LCFF 4000-4999: Books And Supplies Supplies for parent workshops
	LCFF 1000-1999: Certificated Personnel Salaries Additional time for teachers to present parent workshops

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	0	0.00
Title I Part A: Parent Involvement	0	0.00

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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

 1 Classroom Teachers

 1 Other School Staff

 3 Parent or Community Members

Name of Members	**Role**

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

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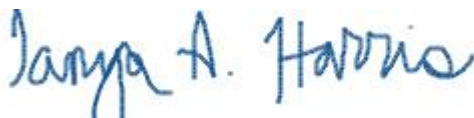
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 24, 2023.

Attested:

	Principal, Cindy Knight on May 24, 2023
	SSC Chairperson, Tanya Harris on May 24, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

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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