School Year: 2022-2023

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Bennett-Kew P-8 Leadership Academy of Excellence	19-64634-6014435	May 4, 2022	June 29 , 2022

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)

The purpose of the Single Plan for Student Achievement is to provide current achievement data, reflect on our Schoolwide Programs, and provide Comprehensive Support to show an increase in student achievement. By using Targeted Support through high leverage instructional strategies and instructional programs, our Core Instruction will be strengthened. Through use of supplemental instructional programs, students will receive just in time Targeted Support during a built-in intervention, or What I Need time (WIN). Through this plan our School Site Council can monitor effectiveness of our chosen instructional support by analyzing data and growth.

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.

Bennett-Kew's Single Plan for Student Achievement (SPSA) is the foundation for consistently monitoring student growth and achievement. The Local Control and Accountability Plan (LCAP) is supported by the school's SPSA, which helps meet the ESSA requirements. By the monitoring and analyzing of formative assessment data, we can reflect, adjust instruction, and reach the goals determined in Inglewood Unified's LCAP.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our involvement process included the following steps:

- Bringing our current SSC group together to train them on their roles and responsibilities as an SSC member, including their importance in the development of the School Plan for Student Achievement (SPSA) on-going training. Selection of SSC (teachers):12/7/21
- Selection of SSC parents: 1/12/22
- Schedule upcoming meetings about School Plan:
- Reviewed 1/8/22 plan to identify needs and evaluate the effectiveness of the plan with SSC and Leadership.
- Suggestions for revision made to the SPSA (1/18/22).
- Review school action plan and begin to align work with SPSA .(2/1/22 Staff Meeting)
- Reviewed the student achievement data with Staff and SSC to identify strengths and weaknesses in ELA and Math.1/18/22
- After the data analysis, instructional strategies, interventions and additional academic supports will be identified to include in the school plan.
- Identify Title 1 allowable expenditures and align to actions identified to improve academic achievement for all students. (Staff meeting: 2/1/22, 2/15/22) (SSC: 2/ 23 /22)
- Identify and outline professional learning opportunities for staff and parents that will address our academic efforts throughout the school year. (on- going) (District calendar of PDs)
- Create a timeline of monitoring. Reviews are made with the Leadership team and the SSC (2/23/22)
- SPSA to be approved and submitted to the board.
- Members approved SPSA on May 4, 2022

SPSA to be approved on June 29, 2022.

Resource Inequities

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

The results of summative assessment reveal our resource inequities including creating opportunities for student discourse and completely aligned core instruction, systematic writing instruction, and carved out time for teachers to analyze assessment data. Additionally, the lack of scheduled time for Tier 2 and 3 instruction for each grade level in the Master Schedule creates inadequate access to content and skill extension, deepening of grade level content, and targeted skill intervention.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 English Language Arts

ELA SBAC

Goal:

To increase the academic achievement levels for all students in the areas of Literacy and Language Arts .

CURRENT ENROLLMENT (2021-22) 363 ELEMENTARY, 100 MIDDLE SCHOOL

By June 2023, as measured by CAASPP, an additional 15% of the students in grades 3-5 will have moved up one performance level. (39% Elementary)

By June 2023, as measured by CAASPP, an additional 10% of the students in grades 6-8 will have moved up one performance level. (50% Middle)

By June 2023, Grades 7 and 8 will increase the number of students utilizing Achieve 3000 from 67% (winter) to 80% of the students.

By June 2023, Grades 7 and 8 will integrate Achieve 3000 within their lesson designs to include one lesson per week.

This goal supports LCAP Goal 2.

This also aligns with our Strategic Plan Pillar D - **(Data Informed, Effective and Efficient System).**

Identified Need

The Current Status:

SBAC 2021:

Current Status: Grades 3-5: 24.9 % scored proficient. (District goal: 27.2)

Current Status: Middle School on the SBAC: 40% scored proficient. (District goal: 27.2%)

2021-22 (mid year): iReady scores show promise of growth: Grade 1-5: 27%% in Tier 1. 33.3 % of students scored proficient(Dibels). Middle School 22% are in Tier 1

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC- 3RD-8TH	24%-40%% met or exceeded	50% to meet or exceed
iReady Assessments 3rd-6th Achieve 3000 (grades 7 and 8)	27% Tier 1(Elementary) 22% in Tier 1 (Middle School) -inconsistent (not all students used Achieve 3000 consistently.)	10% increase in Tier 1 for elementary and middle school
Dibels Assessment K-2	21-22 18.5% Above grade level 14.8% At grade level 11.1% Below grade level 55.6% Well below grade level	22-23 Increase above grade level and at grade level by 5 points each Decrease well below grade level by 10 points
ELPAC Initial (2021-22)	5.9% Proficiency	10% growth
ELPAC Summative	2021-2022 7.4% Proficiency	2022-2023 20% growth

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 will be served with a focus on African American, SPED, and English Learners Students.

Strategy/Activity

Implement **Inglewood Unified School District Theory of Action Plan** and **Three Core Instructional Strategies** in every class, every day:

- Close Reading
- Academic Conversations
- Writing for Understanding
- Vocabulary

- Understand the expected student outcome for each standard. Unpack the standard to determine the skills that students must master in order to achieve expected learning outcomes.
- Differentiate instruction (provide intervention for underperforming students, including small group instruction).
- Demonstrate all genres of writing with students, and provide detailed explanations so they understand different writing forms. Educators should model the writing process on a daily basis in the classroom.
- **Implementation of Practices:**

Professional Practices:

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L5: Differentiated PD in ELA/Math: Principal and Leadership Team implement differentiated professional development plan aligned with the school improvement plan and the professional learning needs of instructional staff.

L8: Protected time for collaboration: Principal schedules and protects sacred times for staff instructional planning, data-driven collaboration and professional development. Teachers will collaborate and document through Cycle of Inquiry, instructional quarterly interventions after viewing assessment through iReady, Dibels, and Achieve 3000.

Q2: Curriculum Implementation: District Leadership ensures that standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development and balanced assessment system.

PD Collaboration Themes:

9.1 Provide training and capacity building for the leadership Team with emphasis on effective instruction, using data to improve practices and outcomes, building a culture of collaboration and strengthening relationships with all stakeholders.

8.4 Implement ongoing district and common school assessments with cycle of inquiry and professional collaboration as a strategic practice (iReady, Achieve 3000, Dibels)

Continue to Provide/Offer:
- After school programs for At Risk students and teacher referrals (Approximate Cost - $20,000).
-Tutoring provided by teachers through the district program or school's specific interest group
-Weekly Imagine It! writing process lesson
-Collaboration and documentation will drive questions to new actions.
-Home/School communication journals
-Daily writing activities via journals, free writes and/or quick writes
-Grade level planning using all levels of Bloom's Taxonomy, Higher Order Thinking, and Depth of Knowledge (DOK)
-Utilization of iReady and Achieve 3000 lessons to improve individualized success and growth.
- Instructional time allotted for Imagine Learning, Accelerated Reading, Achieve 3000 and iReady.
- Grade level meetings include analysis of rubric based prompts
- Purchase supplemental writing materials **(Approximate Cost - $6,000)**
- Use of prompts in curriculum guides
- Utilize Imagine It! vocabulary words

- Weekly teachers assessments
- Provide inservice and ongoing training on vocabulary development (AVID strategies) **(Approximate Cost - $10,500)**
- PLC's planning of key vocabulary for the month
- Direct instruction of key vocabulary, cognates, synonyms/antonyms, vocabulary strategies (appositions, context clues, word structure)
- Use of Imagine IT and teacher made vocabulary development activities(i.e.,vocabulary - partners, doze, etc.)

- Utilize Elevation teaching strategies to support ELD designated instructional time or ELD integration time (dELD, iELD)

-Continue to use "Google Classroom" for information and instruction to build technology skills through all content areas.

- Focus and review ELA words in Unit Lessons weekly
- Purchase supplemental vocabulary materials **(Approximate Cost - $6,000)**
- Provide Accelerated Reader for all students Grades 2-5. **(Approximate Cost - $10,500)**
- Provide after school programs for At Risk students and teacher referrals

-Provide Elevation strategies in the classroom to support EL students and all students needing additional support in the core.

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)
- Identify and target interventions for students below grade level in fluency - Create reading log and incentives for school-wide push to read 10-15 minutes daily at home - Provide inservice for improving reading comprehension **(Approximate Cost - $6,000)** - PLC's share best practices and activities for increasing comprehension - Purchase supplemental ELA materials and technology (computers, ipads, chromebooks) in order to access and practice the common core standards. **(Approximate Cost - $46,925)** - Direct instruction on comprehension strategies (i.e.,read questions before test, highlighting/underlining main idea, details, fluency) -*Investigate added licensing for students* needing support in foundational skills through Smarty Ants, Imagine Learning or other online resources. -Workshops for AVID strategies implementation and organization	Title 1: $102,425 Non capital equipment, tutoring services, on-line resources, and other instructional materials, PBIS resources and materials

Amount(s)		Source(s)
	-Supplies for AVID implementation in all classrooms -Teacher to teacher training on AVID strategies and organization. -Utilize online resources for student opportunities to select books at their level and access online comprehension questions (ie *RAZkids, Accelerated Reader)*	
- Use of Imagine It and curriculum guides to practice reading comprehension - Teachers will have release time for planning in grade levels, attend conferences, and district		
	workshops. Purchase hardware and software to support instructional practices to prepare s students for 21st Century skills. **(Approximate Cost - $10,500)** -Provide on-line resource books and readers to promote families' connection to reading with their child while promoting independent reading, and introduce students to a wide variety of books on level and above level. Books may be paperback, hardback or online readers. (10 - 15 minutes at home reading)**(Approximate cost $5,000 - 10,000)** -Centralized services to include: Instructional Coach, Accelerated Teacher, and Elementary School Counselor	

Goal 2: Math

Math SBAC

Goal:

To increase the academic achievement levels for all students in the areas of Literacy and Language Arts .

CURRENT ENROLLMENT (2021-22) 363 ELEMENTARY, 100 MIDDLE SCHOOL

Develop mathematical skills and literacy for all students.

K-2 Iready 2021-2022:

Kindergarten: 11% of students on level

1st grade: 25% of students on level

2nd grade: 11% of students on level

K-2 Iready Goal 2022-2023:

Kindergarten: additional 10% students on level

1st grade: additional 10% of students on level

2nd grade: additional 10% of students on level

Math SBAC: 2021:

By June 2023, as measured by CAASPP, an additional 10% of the students in grades 3-6 will have moved up one performance level.

By June 2023, as measured by CAASPP, an additional 10% of students in grades 7-8 will have moved up one performance level.

This goal supports LCAP Goal 2. **(Increase student success in mastering the Common Core State Standards in all content areas, ensuring all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English language proficiency).**

This also aligns with our Strategic Plan Pillar D - **(Data Informed, Effective and Efficient System).**

Identified Need

The Current Status:

The Current Status K-2:

Kindergarten: 11% of students on level

1st grade: 25% of students on level

2nd grade: 11% of students on level

The Current Status: SBAC : 15.8% scored proficient in grades 3-5. Middle School: 28% scored proficient . (2020-21 school year) (District goal: 14.0%)

Current Status: Spring scores 2022 show that iReady Math Elementary: 25% in Tier I and in Middle School 20% are in Tier I. The largest group is the red group or Tier 3 is the largest number of students who are struggling at 56%. In Elementary, the largest group is the yellow group or Tier 2 at 52%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC 21-22- 3RD-8TH	28.3% met or exceeded	SBAC 22-23 38% meet or exceed
iReady Assessments 3rd-6th	15% in Elementary AND 22% in Middle School are in Tier 1	40% Tier 1
Iready Assessment Tier II (winter)2022	56 % of students in Elementary and 24 % of students in Middle school are caught in the middle (Tier 2)	move 10% of students from Tier II to Tier I in each elementary and middle school.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served with a focus on African American, SPED, and English Learners Students.

Strategy/Activity

Implement **Inglewood Unified School District Theory of Action Plan** and **Three Core Instructional Strategies** in every class, every day:
- Fact Fluency
- Academic Conversations

- Writing for Understanding

- \- Understand the expected student outcome for each standard. Unpack the standard to
- determine the skills that students must master in order to achieve expected learning
- outcomes.
- \- Differentiate instruction (provide intervention for underperforming students, including small group instruction).
- \- Demonstrate all genres of writing with students, and provide detailed explanations so they
- understand different writing forms. Educators should model the writing process on a daily
- basis in the classroom.

Implementation of Practices:

Professional Practices:

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives.

L5: Differentiated PD in ELA/Math: Principal and Leadership Team implement differentiated professional development plan aligned with the school improvement plan and the professional learning needs of instructional staff.

L8: Protected time for collaboration: Principal schedules and protects sacred times for staff instructional planning, data-driven collaboration and professional development. Teachers will collaborate and document through Cycle of Inquiry, instructional quarterly interventions after viewing assessment through iReady, Dibels, and Achieve 3000.

Q2: Curriculum Implementation: District Leadership ensures that standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development and balanced assessment system.

PD Collaboration Themes:

9.1 Provide training and capacity building for the leadership Team with emphasis on effective instruction, using data to improve practices and outcomes, building a culture of collaboration and strengthening relationships with all stakeholders.

8.4 Implement ongoing district and common school assessments with cycle of inquiry and professional collaboration as a strategic practice using iReady, Formative Interim Assessment Blocks (FIABs)

Continue to Provide/Offer:

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural and language perspectives. Teachers will use Ellevation teaching strategies to improve student learning and achievement.

L5: Differentiated PD in ELA/Math: Principal and Leadership Team implement differentiated professional development plan aligned with the school improvement plan and the professional learning needs of instructional staff.

L8: Protected time for collaboration: Principal schedules and protects sacred times for staff instructional planning, data-driven collaboration and professional development.

Q2: Curriculum Implementation: District Leadership ensures that standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development and a balanced assessment system.

- Utilize Elevation teaching strategies to support ELD designated instructional time or ELD integration time (dELD, iELD)

-Continue to use “Google Classroom” for information and instruction to build technology skills through all content areas.
- Direct instruction on targeted standard domains
-Continue to use “Google Classroom” for information and instruction to build technology skills through all content areas.
- Weekly practice and drills on targeted power standards
- Provide math intervention for all grades K-5-same as ELA
- Instructional Aides work with targeted students in the classroom-same as ELA
- Training and/or n-service on math strategies
- Purchase supplemental materials to enhance understanding of Common Core standards and curriculum **(Approximate Cost - $15,000)**
- Utilize facts practice sheets daily or the use of online NextGenMath, Reflex Math with all subgroups
-Engineering Factory will be provided to students in grades k-8 (**Approximate cost $17,000)**
- Purchase technology for the 21st century to project skills and concepts more effectively such as a smartboard or Promethean board. same as ELA
- Provide extra duty for teachers or per diem (District) for after school interventions.
- Purchase technology software to support the math curriculum -Re Flex Math--same as ELA
-Field trips to locations to support the student achievement goals

- PLC's analyze data to plan for future instruction and intervention (Diagnostic and formative Assessment)
- Provide after school programs around needs of struggling students and teacher referrals
- Parent make-it and take-it workshops for creating and strategies for utilizing flash cards **(Approximate Cost - $5,000)**
- Purchase technology to supplement the instructional program for at-risk students. (Nextgen Math, Reflex math) (Approximate Cost - $10,000)
- Purchase and upgrade present computers and chromebooks. same as ELA costs
- Purchase additional technology to assist teachers in delivering 21st century skills. (Projectors, Elmos, Promethean boards). same as ELA costs

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)
Math $47,000 Cumulative with ELA goals= $178,925	Title 1 Non capital equipment, online resources, and instructional materials, extra duty assignment

Goal 3: Climate and Culture

School Culture and Climate

Goal: As measured by AERIES, all students will increase by 5%. We will reduce the number of chronic absences by 5%. Staff will review PBIS data monthly and provide intervention to students in order to increase attendance. Monthly Attendance Assemblies will be scheduled to reinforce student and class awards and recognitions.

This supports LCAP Goal 3. Create a safe and welcoming learning environment where students and families are engaged and connected to their schools in order to support and increase student success.

Pillar A: Rigorous, Culturally Responsive Teaching and Learning

Identified Need

The Current Status:

Support for Social Emotional Development for ALL STUDENTS to increase Math and English Language Arts scores

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS School Climate Survey	Spring 2022 score: 3.15	Spring 2023 score: 3.30
CA Dashboard - Chronic Absenteeism	Elementary: 30.4% 2022 (COVID mandates, STISMA)	Reduce to 15%
CA Dashboard - Suspension Rates	.2%	Reduce to 0%
Office Discipline Referrals (ODR)	7 ODRs SY 19/2020	NO MORE THAN 5 ODRs SY 2023

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served with a focus on African American, SPED, and English Learners Students.

Strategy/Activity

- The principal, office manager, office program aide, counselor, and teachers monitor attendance daily.
- - Phone calls home to connect with parents.
- - Monthly Attendance Assemblies to promote positive attendance. Trophies, Bear Bucks Store, and Certificates will support the Attendance Improvement in all grade levels for all students.
- - Parent will receive a phone call and letter from the school explaining that the student has missed
- three days of school and reminding the parent of the importance of regular school attendance. The
- parents will be encouraged to meet with the counselor to discuss attendance issues.
- - Hold SART Meetings by Counselor
- -Develop a PBIS team to articulate ongoing improvements and adjustments to the program.
- -Continued Implementation of PBIS (training all staff members on guidelines and procedures)
- -Awards Certificates and trophies will access students to improve attendance on a monthly basis. Class recognition for Attendance, Student Special Awards, and End of year Awards will highlight students' cumulative attendance. Students will have an opportunity to become a PAW PATROL and to develop leadership skills outside of the classroom. PAW PATROLS are leading the BEAR BUCKS STORE to collect Bear Bucks and will continue to determine ways to build improvements in themselves and as a team. PAW PATROLS work during their recess, lunch and at special events. A teacher and/ or principal will guide students with lessons about “LEADERSHIP SKILLS " which in turn improves the culture and academics in students. A grade level cluster “ATTENDANCE TROPHY” will cycle through rooms as shown with

PERFECT OR NEAR PERFECT ATTENDANCE.

T2: Proven Strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in the PBIS matrix in response to their students' social, ethnic, cultural and language perspectives. PBIS and AVID will provide strategies for all students.

L2: Culturally-relevant PD: Principal and the leadership team will encourage teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations, and provide ongoing culturally relevant professional development.

L7:Data-informed intervention: Principal and Leadership Team meet with teachers to review using data to drive continuous improvement of classroom instruction and identify students' academic and behavioral intervention and enrichment to address attendance, suspensions, positive student intervention and support. PBIS monitoring will continually provide support for student rewards and activities.

Positive Behavior Intervention Supports (PBIS) will include all areas of the school. Schoolwide strategies will be embedded throughout the school setting and at assemblies.

Educational Strategies:

T3: Home/School Communication: Teachers implement a system for contacting all parents as the year progresses regarding behavior and achievement. Awards assemblies will promote academic, attendance, social-emotional awards at each trimester assembly. Monthly assemblies will promote awards for student of the month and attendance.

SP 1.2: Ensure students and teachers have genuine opportunities to express their voices and ideas in the classroom through activities that provide opportunities for equitable input and timely feedback.

L3: Connecting with The Community: Principal and leadership Team establish partnerships with parents and community groups to support student learning and whole-child well-being.

Parent Center to be developed as a hub to train parents in AERIES informational systems and attendance. Parent Liaison will provide continual connection to information through the school's website and other communication systems about Attendance.
Parents will be trained in organizational and academic strategies for home practice in grades K-8. Teachers will take part in training parents. Outside facilitators are also welcomed to enhance monthly program training. Training can be attended through zoom or in person.

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)
$550 "Hacking School Discipline" book study	Title 1: $550.00 Non capital equipment, on-line resources, and other instructional materials, PBIS resources and materials Teacher Leadership, Student incentives to improve the quality and quantity of designated behavior through PBIS, AVID and collaboration. The focus is on the development of the culture and climate of the whole school. Instructional Materials/Supplies, Extra Duty Assignment (aides and teachers), Non Capital Equipment, and Resources.

Goal 4: Parent Involvement

Parent Involvement

Increase Parent Involvement to increase understanding of student academic expectations and academic support.

LCAP Goal 3: Create a safe and welcoming learning environment where students and families are engaged and connected to their schools in order to support and increase student success.

Pillar A: Rigorous, Culturally Responsive Teaching and Learning.

Identified Need

The Current Status: August 2022: 0 Parent Volunteers, SSC adults: 8, students: 2, ELAC adults: 5, students:0

No PTA established, Individual assistance to parents and families

Creating parent partnerships, and building relationships within the school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participants (ADULTS AND STUDENT REPRESENTATIVE: School Site Council ELAC Title I Parent Events PTA	Spring 2022 SSC: Adults 8, students 2 ELAC: Adults 5, students 0 Open House: 215 parents PTA: N/A	Spring 2023: Increase by two adults and 1 student representative for each council and committee Increase attendance to Title 1 by 10% Create and maintain PTA
Parent Volunteers	0%	5 PARENTS
Parent Learning Opportunities	To date--No workshops. Training for SSC and ELAC officers are planned each month for information, review and approval of the Single Plan for Student Achievement, Safety Plan and any changes to the Plans. .	Increase a series of 7 parent workshops by FACTOR groups or self-run parent trainings that focus on supporting student achievement and socioemotional needs. Increase parent participation in volunteering and attending meetings (virtual or in person)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served with a focus on African American, SPED, and English Learners Students.

Strategy/Activity

- District and site leadership clearly communicates the district's vision, mission, teacher-quality criteria, and performance data, and seeks staff and community input regarding continuous improvement.
- Consultant and materials from FACTOR.

- FACTOR groups will focus on supporting student achievement and socioemotional factors.
- **(Approximate Cost - $5,000)**
- Purchase chromebooks, laptops, ipads for parent training in the Parent Center. Training may include AERIES access to grades and attendance, online resources, utilization of ipads for K-2, and Google Classroom information and connection. (estimation of
- Hold annual Title I Parent Meeting through Back to School night and other events.
- Parent Center is being developed as a "hub" to train parents in AERIES informational systems and attendance. Resources will be attained and developed for parents. (Resources will be purchased to provide parents with on-going information.) Chromobooks and laptops will be purchased for parents' use in the Parent Center.
- Parents to be trained in strategies for home practice in grades K-8. Teachers will take part in training parents as well as outside facilitators are also welcomed. (Sign in sheets will be utilized for evidence of training and informational meetings.)
- -Child Care is also provided for parents during training sessions. Parents can also be trained through zoom as a parent-child workshop.
- Provide opportunities for parent workshops and collaborative group work are announced to parents. District wide workshops are also available at the schools website and at the district website location.

Professional Practices:

T3: Home/School Communication: Teachers implement a system for contacting all parents (Parent Square) as the year progresses regarding behavior and achievement.

L3: Connecting with The Community: Principal and Leadership Team establish partnerships with parents and community groups to support student learning and whole-child well-being. A variety of communication systems will be used to communicate with parents: School's website, flyers, communication board at entrance /exit area, Parent Messaging System, teacher communication system, Google Classroom, emails, and phone calls. Parents will be invited to special events (when applicable and safe).

Educational
Strategies: 5.1 promote parent engagement in student learning and growth

Parents will learn strategies to support and extend learning at home. They will also learn the value of programs such as iReady activities, Achieve 3000 activities, NextGenMath activities of which they can practice and extend at home. (Reading Books will be available to students to read on their own or with a parent whether it be availability of books or on-line books.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$2000	Title 1: Parent Trainings, childcare and technology resources.

Goal 5: A-G Completion Support

Identified Need

When students are well prepared for college or trade school, they are more likely to be ready to enroll post secondary courses and be successful. College and Career Readiness provides tools and structures for students to use as they progress through middle school, high school, and college or career.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Establishing an AVID Site Team Establishing and monitoring a school-wide AVID goal through WICOR (Writing, Instruction, Collaboration, Organization, and Reading)	21-22 No AVID Site Team AVID goal: 5% of students established binders	22-23 AVID Team established 25% of students using binders/ embedded WICOR strategies
Rigorous core instruction courses aligned with common core state standards for preparation for A-G requirements	Formative assessments such as Interim Assessment Blocks (IABs)	30% Proficient or advanced in ELA and Math on CAASP, Spring 2023
Visits from Inglewood high schools Visits from community colleges and universities	Visit from or to: Morningside High School Inglewood High School	Visits from high schools and at least 1 community college
Events on middle school campus that promote career opportunities based on students' interests	Verify student sign-in sheets from meetings or event Count various event signatures	Increase and/or diversify events Increase student attendance by 10%
Parent Learning Opportunities	At least 1 Parent Learning Opportunity: information for high schools	Increase a series of 7 parent workshops by FACTOR groups and parent trainings that focus on supporting student achievement and socioemotional needs.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served with a focus on African American, SPED, and English Learners Students.

Hiring of Program Manager of College and Career Readiness

Parents to be trained in strategies for home practice in grades 6-8, to prepare their students for high school. Middle School teachers will take part in training during the school year. Outside facilitators are also welcomed. (Sign in sheets will be utilized for evidence of training and informational meetings.)

Provide opportunities for parent workshops and collaborative group work are announced to parents. District wide workshops are also available at the schools website and at the district website location.

Professional Practices:

T3: Home/School Communication: Teachers implement a system for contacting all parents as the year progresses regarding achievement.

L3: Connecting with The Community: Principal and Leadership Team establish partnerships with parents and community groups to support student learning and whole-child well-being, in preparation for the high school experience. A variety of communication systems will be used to communicate with parents: School's website, flyers, communication board at entrance /exit area, Parent Messaging System, teacher communication system, Google Classroom, emails, and phone calls. Parents will be invited to special events (when applicable and safe).

Educational
Strategies: 5.1 promote parent engagement in student learning and growth to prepare for high school courses.

Parents will learn strategies to support and extend learning at home. They will also learn the value of programs such as iReady activities, Achieve 3000 activities, NextGenMath activities of which they can practice and extend at home. Parents will be given information on priority standards and how students demonstrate mastery.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$2000	Title 1: Parent Trainings, childcare and technology resources.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Current Enrollment: 306 Elementary Students, 105 Middle School Students.

Chronic Absence: 35.5% (2021-22 SY)

Short Term Independent Study (STIS) was developed to provide students with class assignments through a quarantining period for up to 15 days.

Some students are also assigned through choice by parents to be designated as Long Term Independent Study with IUSD.

ANALYSIS

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

Overall, the strategies/activities were implemented to achieve the goals stated in the 2020.21 plan.

Due to zooming and COVID guidelines from the Los Angeles Health Department, many of our parents have missed being in person. We hope to be fully equipped with resources and technology once our Parent Center is developed. We have added the Parent Center in November 2021 with a Parent Community Liaison, and Counselor. **There was growth in English Language Arts and Mathematics as measured by the SBAC.**

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

Overall, the strategies/activities outlined in the plan will need to continue due to the COVID mandates on indoor collaboration. As parents are vaccinated and following guidelines, the Parent Center will be accessible to all. **There was a change in administration for the 2020-21 and 2021-22 school year but data indicated there was some growth in K-5 Iready scores for both language arts and math:**

ELA Winter Benchmark: 30% on grade level or above, End of School Year: 38% on grade level or above

Math Winter Benchmark 15% on grade level or above, End of School Year: 32% on grade level or above.

There was some growth in 6-8th Iready math scores: Math Winter Benchmark 15%, End of School Year 21%

A Community Liaison was added to the school paid through the district . The Parent Center room will need improvements to ensure an invitational atmosphere. We are now monitoring our balances and expenditures throughout the school year, where ½ should be spent by December and the reminder by Spring. There was some carryover from the 2020-.21 school year. Due to the many changes in teachers, COVID compliance, and changes in administrators there were updates that were needed through the year. The District Budget department provided monthly updates to help support the changes. Teachers have had opportunities to purchase instructional materials for their classroom to support their new environment of hybrid and/or virtual learning and gathering.

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

The school configuration has changed to K-8 in the 2021-22 school year. Added information for middle school will be added on a regular basis. New programs such as PBIS, AVID and the new Parent Center were added to start planning and preparing for start-up for the upcoming school year. Training is crucial in the 2021-22 school year to be equipped with strategies and with the appropriate resources to begin in the 2022-23 school year. Data will be collected in the 2022 - 23 school on intervention supports and the training schoolwide. Regular monthly budget meetings with the district have been the norm which are helpful in improving accuracy and accountability. Currently (2021-22) PBIS and AVID are in the beginning stages of layering the foundation of the programs. AVID TRAININGS will occur in the summer. Designated teachers will attend training to lead the way as trainers for Bennett-Kew Leadership Academy of Excellence.

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$136,975

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 ($)
English Language Arts	$102,425
Math	$27,000
Climate and Culture	$550
Parent Involvement	$5000
A-G Requirements	$2000

Subtotal of additional federal funds included for this school: $ **136,975**

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 ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $[Enter total funds here]

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: Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019