

School Plan for Student Achievement

The instructions for completing the School Plan for Student Achievement (SPSA) follow the template.

School Name	Contact Name and Title	Email and Phone
Marshall Elementary School	Jim Cardenas Principal	jcardenas@fowlerusd.org (559) 834-6120
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
10-62158-6006050	September 27, 2022	October 12, 2022

Plan Summary [2022-23]

Purpose and Description

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

Schoolwide Program

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

General Information

A description of the school, its students, and its community.

Marshall Elementary School was established in 1949 and is a Title One school, a California Gold Ribbon School, a Character & Civic Education Bonner Award recipient, and the place where early foundations are established for our young Transitional Kindergarten through Second Grade students in the community of Fowler. The community and schools are knit tightly together. Our students are involved in many of the community services and events.

Parental opportunities and involvement on campus in recent years have been limited due to the COVID pandemic. We have put safety protocols in place to keep our students and staff safe based on guidelines for the state, county, and local guidelines the district is following. Our School Site Council and English Learner Advisory Committee will meet three to four times during the school year, Our Marshall-Fremont Parent Teacher Organization will continue to actively support both schools and hold meetings during the school year. In addition, parents are encouraged to attend parent-teacher conferences, along with participation in Family Nights.

Attendance is critical for academic success and we support parents to ensure students attend on a regular basis. Communication between home and school is a vital component to ensure a positive school experience. Teachers communicate with parents and guardians through Parent Square which is the main tool for communication for the entire district.

SPSA Highlights

A brief overview of the SPSA, including any key features that should be emphasized.

Marshall Elementary strives to include parents and the community to create a positive and safe learning environment that supports students socially, emotionally, and academically. Our Instructional Assistants are utilized to support students and provide the needed supervision and safety that our young students require. In addition, professional development is provided to ensure best practices are implemented for teachers and the entire staff with the purpose of academic growth and closing the achievement gap.

Need Assessment: Review of Performance

Assessment of Greater Progress

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard), local self-assessment tools and other data, stakeholder input, or other information, describe what progress toward SPSA goals that the school proudest of, and how does the school plan to maintain or build upon that success?

This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have led to improved performance for these students.

Prior to COVID and the pandemic, students, especially our EL students were making improvements in ELA /Math and Writing. The Write From the Beginning Program has proven to be helpful, especially for our English Learners in supporting their ability to speak and write. Marshall will continue to build upon those programs and strategies. Marshall had additional professional development in the use of Write From the Beginning to further enhance the use of the program for the benefit of teaching and student learning. In addition, Marshall will continue to implement Thinking Maps, which are visual tools for learning and are linked to a specific cognitive process which will ultimately help student achievement. Also, Marshall will continue to recognize student achievement by providing awards to those students that have shown an increase in BAS reading levels, learned their math facts, learned how to tie their shoes, etc. Students will be reward for academic milestones that have been reached,

Assessment of Needs and Performance Gaps

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

What steps is the school planning to take to address these areas with the greatest need for improvement? (Surveys, Classroom Observations, Analysis of Instructional Program [teaching and learning, curriculum, professional development.]) This may include identifying any specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students.

iReady Diagnostic Third Trimester Data 2022:

Kindergarten (Reading)

55% at or above grade level

45% below grade level

First Grade (Reading)

34% at or above grade level

66% one or more grade levels below

Second Grade (Reading)

24% at or above grade level

58% one grade level below

18% two grade levels below

Kindergarten (Math)

36% at or above grade level

64% below grade level

First Grade (Math)

17% at or above grade level

83% one or more grade levels below

Second Grade (Math)

17% at or above grade level

59% one grade level below

24% two grade levels below

As evident from the iReady assessment data, the pandemic continues to have a negative impact on student learning due to modified teaching formats and time. There is a need to continue improving in all academic areas, especially for our English Language Learners.

Marshall will continue to provide professional development in the area of English Language Development so these students make the necessary gains on the ELPAC and in their core instruction. Marshall will continue to focus on interventions for students needing extra support. Instructional assistants are specifically supporting students in small groups as directed by the teacher. Teachers continue to meet to discuss data and strategies for needed improvement based on common, formative assessments from the curriculum and those created and driven by the grade-level expectations.

Resource Inequities

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

N/A- School not in CSI

Need Assessment: Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC, other Parent Advisory Committees, Leadership Teams, departments, district staff, etc.; dates of elections, trainings, meetings aligned to agendas and minutes.)

School Site Council and English Language Advisory Committee Meetings were held on: ELAC September 13, 2022. Future meetings will be held on November 1, 2022, and March 14, 2023. School Site Council Meeting was held on September 13, 2022. Future meetings will be held on November 1, 2022, and March 14, 2023. Members of School Site Council and ELAC committee have and will continue to consult during regular meetings to help develop Marshall's SPSA. Marshall continue to engage education partners through the 2022 - 2023 school year to continually discuss perspectives and insights of each educational partner to identify the unique needs of our students and to determine the most effective strategies and interventions to address student achievement.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Parent Involvement nights were encouraged by the committees despite the pandemic so they were held for Social Emotional Learning, Technology, and English Language Development Information. LCAP, student intervention supports, and District English Language Advisory Committee information were presented. In addition, previous SSC and ELAC meetings provided valuable suggestions and information to better support Marshall's SPSA. Some suggestions were more Spirit Days to help improve students attendance and student moral. Using rewards to motive student accomplishments was also recommended. It was also suggested that more Parent Nights be available which ultimately is geared towards stakeholder engagement.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Funds Provided to the School for the SPSA Year Through the ConApp	\$353601
Total Federal Funds Provided to the School from the LEA for CSI (if applicable)	\$0
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$353601

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school’s identification.

Describe how the district has supported the CSI, TSI, and ATSI needs of the school and alignment of its plan with the LCAP and other district plans.

Marshall School will use federal categorical funds for Instructional aides, library books, Instructional Specialist, student academic interventions to support students.

Goals and Actions

Goal

Goal #	Description
1	<p>Fully engage families and the community in support of educational outcomes.</p> <p>Establish district-wide policies and procedures that ensure greater alignment and transparency in the development and implementation of District initiatives, programs, and practices. Developing and implementing a FUSD Communication Plan that creates greater alignment and coherence in District internal and external communication.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	<p>4.2 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool</p> <p>[Spring, 2021, Survey]</p>	<p>4.1 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool</p> <p>[Spring, 2022, Survey]</p>			<p>MET -- Results Reported</p> <p>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement</p>

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Due to the implementation of safety measures associated with the COVID-19 pandemic, planned family engagement opportunities related to Action 1.2, such as Parenting Workshop and the Family Nights for student recognition and parent training were not held during the first two-

thirds of the year. As safety restrictions lessened in Spring 2022, we were able to host a few Family Nights focused on technology supports for parents, social emotional supports, and literacy. Open House was held on May 12, 2022 and this allowed families and community members to return safely to campuses to view student work and engage with school staff. All other actions were implemented as expected.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

N/A

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Based on this evaluation of parent engagement, an average score of 4.2 on the State's Self-Reflection Tool reported to the FUSD Governing Board shows that Marshall Elementary engages families and the community in support of educational outcomes. The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Marshall Elementary will continue to promote parent Family Nights, such as Science Night and Math Night. Fresno County Superintendent of Schools will also be working with Marshall to offer three different Parent Training Nights, Healthy Ways to Work Out Problems, Positive Attitudes, and Ways to Promote Reading at Home. PBIS, and SEL will continue to be implemented to improve engagement of families and the community in support of educational outcomes.

Identified Need(s) for 2022-2023

An explanation of why the school has developed this goal and related actions.

2021-22 Parent survey results show that 90.4% of parents believe that the Marshall school staff members "build trusting and respectful relationships with families." The same percentage agreed that we provide a welcoming environment for our families. The actions listed below, implemented with sincerity and intentionality are expected to maintain this high level of parent satisfaction.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Improve Communication to School Educational Partners	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures through increased family engagement, Marshall School	Principal	Communication to school educational partners will be provided through ParentSquare.	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>will develop a schoolwide plan for increasing parent engagement through opening lines of communication to the community by expanding the use of:</p> <p>Communication systems and applications</p> <p>Various social media platforms and tools including --</p> <p>Parent Square</p> <p>Fowler SuperGram</p> <p>Twitter</p> <p>School Newsletters</p> <p>Marshall School website.</p>			
2	Increase Community Outreach and Family Engagement	<p>Marshall School will support improved student outcomes in academic performance and school engagement, and closing gaps on state and local measures through increased family engagement, through the development of Educational Partner advisory meetings:</p> <ul style="list-style-type: none"> • English Learner Advisory Committee • School Site Council <p>The information garnered at the stakeholder advisory meetings will be disseminated and discussed at school staff meetings.</p> <p>To support academic gains and to close achievement gaps on state and local assessments</p>	Principal	<p>Marshall will host Family Nights three times a year.</p> <p>SSC and ELC meetings will be held four times a year.</p>	<p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>2000</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>through increased family engagement, Marshall will provide family engagement opportunities that include outreach to the families of high-needs students and families of students with exceptional needs, grades TK-2:</p> <ul style="list-style-type: none"> Parenting Workshops Site hosted Family Nights -- Literacy, Math, Art, Technology, etc. Back to School Night Open House Academic Awards 			
3	Address the Needs of Our Learning Community	<p>Marshall School is committed to support improved outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures through increased family engagement. To that end, we will establish well-defined procedures to specifically examine data for those student groups who are struggling and input from their families to identify the learning needs of students, support for their families, and support for the staff</p>	Principal Bilingual Aides Home Health Technician	Marshall will support this area as needed.	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>who teach them. Procedures will include, but not be limited to:</p> <ul style="list-style-type: none"> • Translation services for communications at family events • Maintaining welcoming environments at our school • Support our Family Liaison • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. 			
4	Partner-Informed Decision Making	<p>The CDE Family Engagement Framework, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school."</p> <p>Marshall School is committed to improving outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures through</p>	Principal		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>increased family engagement. To that end, we will provide activities which include, but are not limited to: Family Empowerment Workshops and the use of survey data as opportunities to collect information to make informed decisions that affect our school communities.</p>			
5					
6					
7					
8					
9					
10					
12					

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
13					

Goals and Actions

Goal

Goal #	Description
2	<p>Provide a positive environment that will improve student outcomes and close performance gaps.</p> <p>Provide integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and highlights school climate and connectedness.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Results of the State's Self-Reflection Tool Reported to the FUSD Governing Board	<p>4.2 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool.</p> <p>[Spring, 2021, Survey]</p>	<p>4.1 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool.</p> <p>[Spring, 2022, Survey]</p>			<p>MET -- Results Reported</p> <p>The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement</p> <p>[June 2024, Report to the FUSD Governing Board]</p>
Attendance	<p>All Students – 94.52%</p> <p>[20-21 Aeries]</p>	<p>All Students – 90.58%</p> <p>[21-22 Aeries]</p>			<p>All Students – %</p> <p>[2023-24 DataQuest]</p>
Suspension Rate	<p>All Students – 0.2%</p>	<p>All Students – 0.0%</p>			<p>All Students – 0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic – 0.3% Asian -- 0% White – 0.4% SED – 0.3% EL – 0.7% [2019-20 DataQuest]	Hispanic – 0.0% Asian -- 0.0 White – 0.0% SED – 0.0% EL – 0.0% SWD -- 0.0% [2020-21 DataQuest]			Hispanic – 0% Asian -- 0% White – 0% SED – 0% EL – 0% [2022-23 DataQuest]
Chronic Absenteeism	All Students – 8.2% [2019-20 CALPADS Report 14.1]	All Students – 18.3% Hispanic – 18.7% Asian -- 12.9% White – 9.1% SED – 23.5% EL – 13.2% SWD -- 31.6% [2020-21 DataQuest]			All Students -- % [2022-23 CALPADS Report 14.1]
Expulsion Rate	0% [2019-20 DataQuest]	0% [2020-21 DataQuest]			0% [2022-23 DataQuest]
Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score.	"Good" or better rating for Marshall School facilities. [June, 2021, Report to the Board]	Good or better rating for Marshall School facilities. [June, 2022, Report to the Board]			"Good" or better rating for Marshall School facilities. [June, 2024 Report to the FUSD Governing Board]

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Marshall School was generally able to implement the actions in Goal 2 as planned. Social-emotional learning supports were increased through the work of the Student Support Specialists. Physical health and mental health issues were mitigated, as much as possible, by the support available from the LVNs. Attendance supports were in place, including Positive Based Intervention and Support (PBIS) and the use of Parent Square to allow better communication regarding student attendance. In relationship to Action 2.7, we intentionally focused on providing safe and positive learning environments for students. Facilities were maintained, including the frequent changing of air filters and cleanings in student learning spaces, to provide clean environments for students to learn in. Limited social and emotional learning (SEL) professional learning was offered, but it was not implemented systematically with whole site professional development sessions. However, Student Support Specialists were able to provide informal professional learning for teachers, individually, depending on the needs of their students. On an as-needed basis, the Student Support Specialist met with teachers individually to develop and implement specific strategies tailored to meet the needs of targeted students.

All other actions were implemented as expected.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Based on this evaluation of parent engagement, an average score of 4.2 on the State's Self-Reflection Tool reported to the FUSD Governing Board shows that Marshall provides a positive environment that improves student outcomes and closes performance gaps. In addition, Marshall provides integrated student support services that will increased parental engagement, school attendance, and addressed Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent – and also highlights school climate and connectedness. However, chronic absenteeism continues to be concerning. Marshall will continue to provide social emotional leaning supports through Second Step curriculum and from the Student Support Specialist. In addition, Marshall will hold a Social Emotional Awareness Night to provide a positive environment that will improve student outcomes and close performance gaps.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Chronic absenteeism continues to be a concern which ultimately effects student achievement. By promoting attendance incentives to students and parents, the absenteeism rate at Marshall should decrease. Also increasing student achievement awards, students will became more motivated to attend school.

Identified Need

An explanation of why the school has developed this goal and related actions.

Fundamental to our students' success is regular school attendance. Our Chronic Absenteeism rate has been an on-going concern, and our Year 1 data show an even more alarming increase in that rate to 18.3%. Students need to be in school in order to learn, and the actions gathered in this goal are designed to decrease the Chronic Absenteeism rate so our students can thrive.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Access to Services	<p>Marshall Elementary School (MES) is committed to improved outcomes in academic performance and school engagement for our students and to close gaps on the state and local measures listed in the metrics for this goal, through creating a plan to support students' health at school. We will provide contracted health services for LVN support for students, and information on access to health services both on-campus and off-campus through local agencies that provide wrap-around services to students with health needs.</p> <ul style="list-style-type: none"> • LVN/contracted services (Ashley M.) • health tech (50%) 	Principal instructional Specialist LVN	Provide materials and supplies or health related supplies to prepare students for school and academic learning.	District Funded
2	Social and Emotional Learning and Supports	To support improved student outcomes in academic performance and school engagement, and to close gaps	Principal Instructional Specialist	Provide and promote social emotional learning through our student	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>on state and local measures, Marshall Elementary will create school environments that welcome and support all of our student populations by:</p> <ul style="list-style-type: none"> • Hiring and/or retaining intervention and support staff, including Instructional Specialist, to provide behavior intervention and support, principally directed to unduplicated students in grades TK- 2nd, and their parents, and the staff who work with them. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. 		<p>support specialist and by having teachers use Second Step, which is curriculum geared towards SEL.</p>	

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<ul style="list-style-type: none"> • student support spec (contracted person - Kristina Cordova) • PBIS 			
3	Meeting the Needs of Homeless Students	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Marshall Elementary will identify the needs of homeless individual students and families. The Family Liaison from Marshall will collaborate on identification and providing targeted services to support the needs of those students.	Principal Instructional Specialist Classroom Teachers	Provide materials and supplies or health related supplies to prepare students for school and academic learning.	District Funded
4	Student Behavior and Attendance Supports	Recognizing the link between better attendance and success in school, Marshall School will address disparities in suspension and chronic absenteeism rates between all students and Low-Income students, English Learners, Foster Youth and students with	Principal Instructional Specialist	Rewards and incentives for students showing positive behaviors and school attendance	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>exceptional needs by providing behavior support and intervention programs. These services will include:</p> <ul style="list-style-type: none"> • Positive Based Intervention and Support (PBIS) • School Attendance and Review Board (SARB) • The use of Parent Square to allow better communication regarding student attendance. • Instructional Assistants to connect with students in support of mental health and well-being that will help lower Chronic Absenteeism rates. <ul style="list-style-type: none"> • PBIS • IA duty support 			
5	Speech Services	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Marshall will provide speech therapy services for students in grades TK-2.	Principal Instructional Specialist Speech Pathologist	Onsite SLP and speech interventionist will provide extra support for students.	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
6	Foster Youth Supports	<p>Marshall School is committed to support improved outcomes in academic performance and school engagement for Foster Youth, and to close gaps on the state and local measures listed in the metrics for this goal, through providing transitional services and supports to Foster Youth new to our school.</p> <p>Marshall will also provide social/emotional and academic supports for all our Foster Youth.</p>	Principal Instructional Specialist Student Support Specialist	Provide materials and supplies or health related supplies to prepare students for school and academic learning.	
7	Facilities	<p>Marshall School custodial staff will conduct routine maintenance to maintain clean and safe facilities and school sites to enhance the educational experience for students.</p> <ul style="list-style-type: none"> Marshall specific projects? 	Principal Instructional Specialist	Weekly updates with custodial staff.	District Funded

Goals and Actions

Goal

Goal #	Description
3	<p>Provide high-quality instruction to increase student achievement and close performance gaps for all students.</p> <p>Engaging students through rigorous instruction based on high expectations for student achievement, while ensuring equitable access and culturally relevant learning experiences by delivering effective research-based instruction that challenges students to discover and learn; prepares students for college and career; empowers students to be persistent; and provides students with authentic and innovative learning opportunities based around cooperative, student-centered learning strategies that expand on individual student strengths, while fortifying areas of growth to propel students forward.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady ELA	<p>Percentage "Early On-Grade" or "Mid On-Grade and Above":</p> <p>Overall -- 57%</p> <p>Grade K -- 85%</p> <p>Grade 1 -- 45%</p> <p>Grade 2 -- 42%</p>	<p>Percentage "Early On-Grade" or "Mid On-Grade and Above":</p> <p>Overall -- 46%</p> <p>Grade K -- 43%</p> <p>Grade 1 -- 24%</p> <p>Grade 2 -- 20%</p> <p>[2022 Diagnostic 3]</p>			<p>Percentage "Early On-Grade" or "Mid On-Grade and Above":</p> <p>Overall -- 72%</p> <p>Grade K -- 85%</p> <p>Grade 1 -- 65%</p> <p>Grade 2 -- 65%</p>
iReady Math	<p>Percentage "Early On-Grade" or "Mid On-Grade and Above":</p> <p>Overall -- 47%</p> <p>Grade K -- 68%</p> <p>Grade 1 -- 35%</p> <p>Grade 2 -- 38%</p>	<p>Percentage "Early On-Grade" or "Mid On-Grade and Above":</p> <p>Overall -- 21%</p> <p>Grade K -- 32%</p> <p>Grade 1 -- 17%</p> <p>Grade 2 -- 15%</p>			<p>Percentage "Early On-Grade" or "Mid On-Grade and Above":</p> <p>Overall -- 65%</p> <p>Grade K -- 75%</p> <p>Grade 1 -- 60%</p> <p>Grade 2 -- 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		[2022 Diagnostic 3]			
ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels	39.7% [2019 California School Dashboard]	Dashboard English Learner Progress Indicator not reported for 2021. In lieu, 2021 ELPAC Summative Assessment levels are provided as data to indicate status: Well-Developed -- 13.3% Moderately Developed -- 37.2% Somewhat Developed -- 32.7% Minimally Developed - - 16.8%			55% [California School Dashboard]
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	0.8% [DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]	Waiting for data to be posted. [DataQuest, English Learner (EL) Data Annual Reclassification 2021-22]			15% [DataQuest, English Learner (EL) Data Annual Reclassification 2020-21]
Access to Standards-Aligned Materials: Reported to the FUSD Governing Board	100% of students had access to standards-aligned curriculum materials.	100% of students had access to standards-aligned curriculum materials. [June, 2022, Report to Board]			100% of students will have access to standards-aligned curriculum materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards	4.2 overall average (on a scale of 1= exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.	3.8 overall average (on a scale of 1= exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD. [Spring, 2022, Survey]			4.5 overall average (on a scale of 1= exploration to 5 = sustained) rating for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards.
Access to a Broad Course of Study	All students had access to a broad course of study.	All students had access to a broad course of study. [June, 2022, Report to Board]			All students will have access to a broad course of study.
Teachers Appropriately Credentialed with No Mis-assignments or Vacancies	100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned. [June, 2022, Report to Board]			100% of teachers appropriately credentialed and assigned.

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Marshall School will continue to support improved student outcomes in academic performance and closing gaps on state and local measures through the development of providing high-quality instruction to increase student achievement. As stated in Action 3.2, teachers will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued implementation of Fowler Unified Instructional Expectations. Also, to support academic gains and to close achievement gaps on state and local assessments, our school will utilize an intervention teacher, certificated tutor, and support staff to provide intervention and support for high needs students and students with exceptional needs in grades TK–2, as stated in Action 3.4

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The data shows that even though students were provided high-quality instruction to increase student achievement and close performance gaps for all students, the pandemic continues to have a negative impact. Marshall will utilize an intervention teacher and a certificated tutor to provide specific and intentional intervention to students that require extra support. Providing teachers with professional development in guided reading will promote high-quality instruction and promote student achievement and close performance gaps for all students.

Based on this evaluation, an analysis of the California School Dashboard, and the school’s needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

In order to continue to try to close achievement gaps, Marshall will utilize an intervention teacher and a certificated tutor to provide specific and intentional intervention to students that require extra support.

Identified Need

An explanation of why the school has developed this goal and related actions.

Fundamental to our students' success, the actions provided will be crucial in order to provide high-quality instruction to increase student achievement and close performance gaps for all students.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Qualified Teachers	To support academic gains and to close achievement gaps on state and local assessments,	Principal		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		Marshall School will retain/hire properly credentialed teachers for all core, special education and elective courses with no mis-assignments or vacancies, including clerical support for school operations, administration costs, substitute teachers, and related costs per salary increases.			
2	Standards-Aligned Curriculum	Marshall School will support academic gains and close achievement gaps on state and local assessments by providing all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued implementation of Fowler Unified Instructional Expectations. To additionally support academic gains and to close achievement gaps on state and local assessments, teachers will place an emphasis on differentiated instruction where every student has a different learning path. We will enhance students' strengths and identify areas of growth in order to support students along their journey.	Principal Instructional Specialist	Guiding Coalition	District Funded
3	English Language Acquisition	To support academic gains and to close achievement gaps on state and local assessments,	Principal Instructional Specialist	Principal and Instructional Specialist to	

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>Marshall School will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. Teachers will be provided professional development to support them in their instruction for designated and integrated ELD.</p> <ul style="list-style-type: none"> • Sub time for PD • Bilingual Aide 		<p>support teachers in classroom. Guiding Coalition</p>	
4	Intervention and Support Staff	<p>To support academic gains and to close achievement gaps on state and local assessments, our school will retain/hire intervention and support staff to provide intervention and support for high needs students and students with exceptional needs in grades TK–2. These may include, but not be limited to:</p> <ul style="list-style-type: none"> • Certificated Tutors • Instructional Aides • Instructional Specialists <p>Supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. Using the</p>	Principal Instructional Specialist	Instructional Specialist, Intervention Teacher, and Certificated Tutor to provide extra support.	<p>District Funded Instructional Specialist</p> <p>Title I 2000-2999: Classified Personnel Salaries Instructional Aides 227090</p> <p>Title I 3000-3999: Employee Benefits Instructional Aides 99511</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>“intervention pyramid” as a reference point, academic and social-emotional supports will be part of instruction for all students, increasing as individual students are identified for more intensive supports. We will, as often as possible, provide supports for students with exceptional needs in the least-restrictive setting in order for them to have broad access to the curriculum.</p> <p>To support the needs of our students who are struggling academically, Marshall school will use Title I funds to hire Paraprofessionals to provide additional academic support.</p> <ul style="list-style-type: none"> • CT • IS • Intervention Teacher - Crystal Smith • Instructional Aides • SST Coordinator 			
5	Supplemental Learning Program	To support academic gains and to close achievement gaps on state and local assessments, Marshall School will use Thinking Maps, Write From the Beginning and Learning Without	Principal Instructional Specialist	Instructional Specialist, Intervention Teacher, and Certificated Tutor to	Title I 4000-4999: Books And Supplies 5000

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		Tears, and Benchmark Advance Intervention Programs to support students in closing the gaps.		provide extra support.	
6	Library Support Services	<p>In order to improve outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal, Marshall School will work to continuously improve library services. Improved services will include:</p> <ul style="list-style-type: none"> • Purchasing books, materials, and increasing computer/mobile devices that reflect the diversity of our learning community, language acquisition for English Learners, and literacy supports for high needs students. • Staffing and training of library techs that enables educationally- and culturally-responsive library services. 	Principal Instructional Specialist	Instructional Specialist, Intervention Teacher, and Certificated Tutor to provide extra support.	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
7	Summer School	<p>Marshall School is committed to support improved outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal. We will provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-2.</p>	Principal Instructional Specialist	Instructional Specialist, Intervention Teacher, and Certificated Tutor to provide extra support.	District Funded
8	Supplemental/Intervention Materials	<p>To support academic gains and to close achievement gaps on state and local assessments, Marshall school will purchase supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for high needs students and students with exceptional needs who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels.</p> <p>Additionally, Marshall school will use Title I funds to supplement the core program with</p>	Principal Instructional Specialist	Instructional Specialist, Intervention Teacher, and Certificated Tutor to provide extra support.	<p>Title I 4000-4999: Books And Supplies 10000</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		Handwriting without Tears, Decodable Readers, Additional Reading support materials, and math manipulatives.			
9	English Learner Supports	<p>To support academic gains and to close achievement gaps on state and local assessments, Marshall school will provide English Language Development (ELD) supplemental materials and additional supports to English Learners along with providing teachers with professional development specifically for English Language Development.</p> <p>Marshall has a bilingual aide to support our bilingual students and their families through translation services and academic supports.</p>	Principal Instructional Specialist	<p>Instructional Specialist, Intervention Teacher, and Certificated Tutor to provide extra support.</p> <p>Bilingual Aide to support students and families.</p>	District Funded
10	Before/After School Program	To support academic gains and to close achievement gaps on state and local assessments, Marshall School will provide a Before/ After-School Program. Because the state funding for the program is not sufficient to meet the requests by high needs students for after school enrollment the District will fund additional slots prioritized for students in need of academic	Principal Instructional Specialist		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>supports.</p> <ul style="list-style-type: none"> before school - talk to Rick for estimate 			
11	Technology Implementation	<p>In order to support improved outcomes in academic performance and school engagement for our students, and to close gaps on the state and local measures listed in the metrics for this goal, Marshall School will provide computer/mobile devices and improve technology infrastructure for state standards technology implementation and related costs that increases access for high-needs students and students with exceptional needs.</p> <ul style="list-style-type: none"> To ensure our high needs students have access to the internet outside of the classroom/school environment the district will make hotspots available Additional staff will be available to ensure repairs and address Chromebook issues right away so students don't go without a Chromebook for an extended period of time 	Principal Instructional Specialist		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<ul style="list-style-type: none"> Additional supplies/materials/Chromebooks will be kept on hand to repair or trade out a Chromebook to ensure our high-need students have devices to continue learning from home. District wide 			
12	Professional Development	<p>Marshall School instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers</p> <p>Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks.</p> <p>Areas may include, but not be limited to:</p> <ul style="list-style-type: none"> Core Subject Areas Special Education 	Principal Instructional Specialist	Instructional Specialist, Intervention Teacher, and Certificated Tutor to provide extra support.	<p>District Funded</p> <p>Title I 5800: Professional/Consulting Services And Operating Expenditures</p> <p>10000</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<ul style="list-style-type: none"> • Visual & Performing Arts • Technology <p>Teachers set-aside time for data review and collaborative planning to support high-needs students.</p> <p>Professional Learning Communities (PLCs) will enhance instructional skills through focusing on using data to drive instruction during weekly Advancing Academic Achievement days (AAA).</p> <p>Additionally, our school will use Title I funds to specifically provide professional development for our teachers in teaching strategies including Thinking Maps and Write from the Beginning.</p> <ul style="list-style-type: none"> • Sub for guiding reading PD (FCSS) - check with Tamara (Jim, cost is \$140 per teacher per day) • Orton Gillingham PD 			
13	Access to a Broad Course of Study	All Marshall School students will have access to a broad course of study that includes ELA, math, ELD, as appropriate,	Principal Instructional Specialist		District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		social studies, science, arts, and PE.			

Monitoring and Evaluating Effectiveness

A description of how the school will monitor and evaluate the plan to support student and school improvement.

Marshall Elementary will be monitoring and evaluating progress on this plan using a district developed tool multiple times throughout the year.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1:				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
Professional Development in the areas of English Language Arts, Writing, Mathematics, and English Language Development.		5000-5999: Services And Other Operating Expenditures		
Parental Involvement		5000-5999: Services And Other Operating Expenditures		
Direct Services to homeless children		4000-4999: Books And Supplies		
Administrative Reserve		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		

School Goal #1:				
Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each funding source)
	Completion Date			
Indirect Costs		5000-5999: Services And Other Operating Expenditures		

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$353,601.00

Subtotal of additional federal funds included for this school: \$353,601.00

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

State or Local Programs	Allocation (\$)

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

Total of federal, state, and/or local funds for this school: \$353,601.00

Recommendation 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 9/21/2021.

Attested:

Principal, Jim Cardenas on 9/27/222

SSC Chairperson, Jennifer Kubar on 9/27/2022

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

Name of Members	Role
Jim Cardenas	Principal
Mandip Gill	Classroom Teacher
Annie Lopez	Classroom Teacher
Jennifer Kubar	Classroom Teacher
Myranda Price	Other School Staff
Jennifer Guerra	Classroom Teacher
Chelsea Eknoian	Parent or Community Member
Marisol Estrada	Parent or Community Member
Aleece Kildoff	Parent or Community Member
Eric Holden	Parent or Community Member
Ashley Keiser	Parent or Community Member
Michael Mejia	Parent or Community Member

Lucy Lopez

Classroom Teacher

Jody Flores

Parent or Community Member

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

Instructions

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.

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school.

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.

Needs Assessment – Review of Performance

Evaluation of Greatest Progress

Using data from the California School Dashboard (Dashboard), local self-assessment tools, other data, stakeholder input, and appropriate other information, describe the areas of successes and/or progress toward SPSA goals of which the school proudest. Include specific examples of how actions targeted to high-needs student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups, have led to improved performance for these students and how the school plans to build upon these successes.

Evaluation of Greatest Needs and Performance Gaps

Using data from the California School Dashboard (Dashboard), local self-assessment tools, other data, stakeholder input, and appropriate other information, describe those areas that need significant improvement, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

If appropriate, include specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students. What steps is the school planning to take to address these areas with the greatest need for improvement.

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.]

Needs Assessment -- Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. EC Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

[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.]

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.

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.]

Schools MUST include information regarding actions and/or services funded by ConApp allocations. Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

Goals and Actions

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state's challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

Goal

State the goal. Schools may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA's LCAP, the goal will usually be a restatement or close version of the LEA goal. *When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.*

Measuring and Reporting Results

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

[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.]

Evaluation of Prior Year's Plan

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be evaluated from the previous year's Governing Board-approved SPSA. For example, for SPSA year 2022-23, review the goals in the 2021-22 SPSA. Moving forward, review the goals from the most recent past SPSA year. Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these action.
- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Evaluate the effectiveness (did it work?) of each action/service to achieve the articulated goal as measured by the school.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. 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.]

Identified Need

Describe the needs that are reflected by this goal and its related actions. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

Describe the process for identifying “evidence-based” actions.

[To help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement, the Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under the Every Student Succeeds Act (ESSA), this means “evidence-based interventions.” ESSA programs encourage schools to prioritize and include evidence-based interventions, strategies, or approaches.

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied to CSI, TSI, and ATSI schools are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV can rely on Tiers 1–4.]

Actions

Actions

For the current SPSA year, identify the actions to be performed to meet the described goal. Actions that are implemented to achieve the identified goal should be grouped together. Schools may number the actions using the “Action #” box for ease of reference. Actions will often be adapted from the LEA’s LCAP for the same goal.

[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.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall be identified and 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.]

Person(s) Responsible

For the actions to be performed to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service 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.]

Monitoring and Evaluating Effectiveness

Describe how the school, staff, stakeholders – including the SSC and ELAC, is applicable – and LEA will regularly monitor implementation of the actions described under the goal. Monitoring should be on-going and include quantitative or qualitative information that can be used to adjust or adapt the plan to meet students' needs. Include a description of the process the school will use to conduct its Annual Evaluation of the plan.

Centralized Services for Planned Improvement in Student Performance

This table identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed must align with the amounts listed in the district's ConApp.

Programs Included in This Plan

Indicate the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's ConApp.

Recommendations and Assurances

Complete this section of the SPSA prior to submission to the district Governing Board for approval.

SSC Membership

Indicates the membership of the SSC to document its composition.

Appendix A**The SPSA Template**

This SPSA template was adapted from the CDE [SPSA Template](#), and the SBE-approved [LCAP Template](#), and designed to meet the content requirements of California Education Code for a School Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include. Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA, and with information from the CDE "School Plan for Student Achievement" presentation, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

School Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Appendix B

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

- I. 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 C

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix D

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/>

A. Developed by the California Department of Education, January 2019

Appendix E

GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

- 1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
- 3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to EC 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to EC 52176 (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals and Actions

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, February, 2019, from the School Plan for Student Achievement prepared by the California Department of Education, February, 2019.