

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
Fowler Academy	Dr. Tina Brar Principal	tbrar@fowlerusd.org (559) 834-6098
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
10-62158-0120246	9-19-22	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 Fowler Unified School District and through examining state and local data as part of a comprehensive needs assessment. The site plan is designed to help support the district's LCAP goals by developing site goals, identify measurable outcomes, and outline strategies, actions and services that are aligned with those of the district. To support ESSA and district goals, the school site has developed specific actions to meet the SPSA and is committed to providing supplemental services that support improved performance for all students. In addition, Fowler Academy continues to reflect on the site's plan and make annual adjustments as necessary by 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.

Fowler Alternate Academy is a WASC accredited institution that consists of four schools. Currently, the two schools with enrollment are Fowler Independent Study and Fowler Alternate Academy Continuation school. Both schools serve students with a variety of academic and SEL needs. Students receive daily instruction and one-to-one support from fully credentialed Fowler Academy teachers. Students in

Independent Study receive online support and curriculum. All students have access to additional intervention and supports to enhance and accelerate credit recovery, social-emotional wellbeing, and developing behavioral skills. The administration, teachers, and staff of the academy use site and district processes and data to identify and respond to student academic and SEL needs. This includes CAASPP, ELPAC, student and parent surveys, and curricular assessments. Fowler Alternate Education Academy Continuation school maintains a goal to assist students to return to the district's comprehensive education sites and graduate and further their career and college education. Students receive daily instruction and one-to-one support from fully credentialed Fowler Academy teachers and also have access to additional intervention and supports to enhance and accelerate credit recovery, social-emotional wellbeing, and confidence in learning and developing skills. Students at Fowler Academy have access to a full time student support specialist or site counselor. In addition, students have access to county and local counselors from multiple county programs. These services are provided to students at the school site. Students have access to supplementary curriculum and resources. Reward programs and celebrations of student successes are regularly planned and implemented. These support students in being motivated to meet learning and behavior goals. Being aligned to the district's vision is important to the goals of the school site and Fowler Academy follows and supports the vision set forward by the Fowler Unified School District administration and governing board as it develops its educational programs and processes to support its students. In order to support our district Vision and Guiding Principles, the staff at Fowler Academy accepts as its mission to provide our students with the following:

FOWLER HIGH SCHOOL MISSION STATEMENT

Fowler Academy Offers:

1. A positive and safe learning environment offered by our capable and caring staff who is committed to enhancing our students' learning experience in order to facilitate their successful completion of high school.
2. An academically accessible curriculum which is integrated with modern technology and is designed to prepare each student to make meaningful and appropriate higher education and/or career choices upon high school completion.
3. A strong sense of accountability to students' own success, their community's improvement, and their positive citizenship in general.

Our MOTTO: We promise to offer a learning environment that is tailored to our students' needs, provide appropriate and rigorous curriculum and instruction, and support our students' to develop a sense of confidence and personal growth.

SPSA Highlights

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

This SPSA was developed with significant stakeholder input, including input from the members of the School Site Council, site and district staff, community members, and students. These education partners provided suggestions and/or feedback on plan elements. The plan focuses on three primary areas: parent participation, student social and emotional wellness, and academic achievement. To address those areas, the school will:

1. Provide all students with excellent first instruction, academic guidance and intervention, as well as supports for regular attendance.
2. Teachers will be trained in effective first teaching strategies, academic intervention, as well as pacing of curriculum. In addition, teachers will receive training to implement embedded, integrated English Language Development strategies for language acquisition and for responding to the academic needs of special education students.
3. Students who are struggling academically will receive tutoring support through 'Paper' and one on one support with a teacher.

4. Students who are struggling with mental and social wellness needs will receive support through the site counseling services and additional SEL support programs.
5. Parents will be included and engaged in the educational process through parent nights, open house, workshops, and regular communication regarding the needs of their students.

Goal 1: The Academy will fully engage families and all educational partners to support educational outcomes for all students.

Fowler Academy is committed to working alongside parents to recognize each student's educational needs and create a program that addresses and supports these needs. To accomplish this, the school site registers each student individually and meets with the student and parent. The site receives input from the parents and works with them by communicating with them regularly, ensuring that each student's parents receive positive communications by multiple staff members as well as corrective feedback. While using restorative practices for behavior and social support, the site keeps parents abreast of student progress through phone calls and six, twelve, and semester progress reports. In addition to the one on one registration meetings, the parent community is invited to the site for parent education nights once a semester, open house, and school site council meetings. The site is considering one on one parent conferences for the spring semester to develop further opportunities for communication and transparency.

Goal 2: The Academy will provide a positive and physically and emotionally safe educational environment that will improve student outcomes and close performance gaps.

It is evident through system data, observation and student/parent input that our students need social-emotional support. Our district utilizes Fresno County (All for Youth) counseling support, Fresno County Migrant Education, and Prodigy contracted drug intervention/prevention support. In addition, the site based student support specialist/counselor offers students one on one and group support. The counselor provides online support to independent study students as needed and checks in daily with the Grade 6-8 students. The Learner Round Table team meets with the students regularly and advisory teachers support student academic goal setting on a daily and weekly basis through regular data chats, goal setting, and progress celebrations. The staff and students meet one to two times a semester to consider student progress and needs. One baseline and progress monitoring tool that has been added to the site tools is iReady for Math and ELA assessments. This year, the principal will assess students who are four reading levels below grade level with the BPST to identify additional student reading and phonics needs. An instructional aide will be hired to support teachers with tiered instructional practices in classrooms. These supports will be used by the teachers to even better tailor the students' curriculum and instruction. Additional opportunities for lunch tutorials will be made available to students.

Academy students who are on IEPs and or 504 plans will continue to receive specialized instruction and support during the school day. All student accommodations/modifications (as appropriate and applicable) will continue to be implemented. Families will receive communication from their student's case manager/counselor regarding coordinating IEP meetings and 504 meetings respectively.

Goal 3: The Academy will provide high-quality instruction to increase student achievement and close performance gaps for all students, including English language learners, homeless and foster youth, and students with exceptional needs. Standards based and district adopted curriculum is used and instruction is carefully designed for student success. Teachers use Google Classroom and include links to resources and materials that help the students re-learn concepts that are confusing or difficult for them. Teachers continue to attend professional learning to have current instructional strategies as well as improve the delivery of academic content to reach each of their students.

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.

Fowler Alternate Education Academy Continuation School has worked to support student academic needs by providing a-g courses for students to gain high school credits. Students are provided standards based Tier 1 content instruction during these classes as well as one on one support as requested by the student. The Edgenuity platform is used for credit recovery and Edgenuity courses are assigned to students for credit recovery. Students can complete credit recovery during an Academic Seminar class or work at their own time at home during weekdays and weekends. The site has established "Learner Round Tables" which are an opportunity for the site counselor, principal, and teachers to sit with a student and guide them based on their academic and SEL needs. It is an opportunity for an individual conversation with each student one or two times per semester to establish goals, review their graduation plan, and mark their progress towards graduation. The site has also instituted a strong discipline and dress code policy to help sustain a focus on academic goals. The teaching staff is willing to support student individual needs and provide online as well as in person support to students. Based on previous efforts, the Academy is well positioned to develop a tiered system of support for all our students for academics as well as social emotional needs in the upcoming year. The site has started developing an annual assessment plan. This plan includes iReady assessments in Math and ELA which will be used at least three times per year. An assessment cycle was developed and will be further developed this year to include additional summative as well as formative assessments.

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.

Our student population data has changed slightly over the last few years but the trends remain the same as in previous years. The percentage of socio-disadvantaged students continues to be very high and is at 87.9 %. This one demographic translates to our students having needs in the area of attendance, language development, academic growth, as well as SEL needs. Based on local demographic data, we know that 89% of our students have no documented disciplinary issues and are on site for credit deficiencies. However, 35% of our

students have indicated the need and desire for counseling services. Overwhelmingly, students express a desire to return to comprehensive sites, however a few have expressed a desire to stay longer at the Academy to develop a stronger academic and SEL foundation. Current CDE Dashboard academic data is unavailable. However, Dashboard data from previous years indicated that students are stronger in ELA than math. Our goal this year is to meet student individual needs and sustain growth in ELA while increasing growth in Math. The Academy staff is committed to identifying student goals and supporting them. To work towards this goal, student wellness and input surveys will be conducted periodically and intentionally to gather student perspective and identify academic and SEL needs. The school is planning to design and implement individual monthly triad meetings with administrative staff, students, and counselors to review student academic and SEL data and communicate the needs between student, staff, and admin. To support academics, the site will provide teachers with professional learning to develop instructional strategies and to develop expertise in delivering the adopted curriculum. The site will also work with students to emphasize and develop habits of regular school attendance.

Resource Inequities

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

Some students at the Academy are substantially behind in credits. The site will work on developing additional elective courses, while developing systems to assign and pace credit recovery courses that help students to get back on track. The school site will use federal categorical funds to address learning gaps in the areas of mathematics, science, social sciences, and electives. Student demographic data continues to show that students have high socio-economic needs. Fowler Academy will also focus on increasing daily attendance to engage students in their ongoing learning. At the Academy, staff will also participate in professional learning to develop teacher and staff ability to respond to the needs associated with low socio-economic demographics. The site will also focus on improving language acquisition for our language learners and for all our students.

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.)

Planning for the SPSA has included formal and informal needs assessments, followed by input from multiple education partners including students, parents, site teachers, site support staff, as well as district staff and county consultants. Student and staff School Site Counsel members were nominated and elected by their peers. Parent representation was on a volunteer basis because we are a transitional and small site resulting in a transitional and short-term parent body. The site works hard to meet with every parent during registration to inform them about the site and provide them with opportunities for engaging in the educational process of their student. As a result of this active encouragement, the School Site Counsel met on September 19, 2022. The members provided input which was added to the SSC plan and the SSC plan was approved.

Impact on the SPSA and the Annual Evaluation

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

Various suggestions were made by the student body representatives and by the SSC committee. The student body suggested the inclusion of rewards and celebrations of appropriate student behaviors including perfect attendance, following of the uniform policy, and success on programs like Edgenuity.

Parents suggested that the site develop multiple avenues of communication with parents regarding student academics, behavior, and wellness including parent phone calls and monthly open house for rotating groups of parents. To support a positive culture and climate, parents suggested that teachers support individual and small group learning as needed, provide feedback and additional explanation as needed, and celebrate student successes. Students and parents also requested seasonal/cultural decorations to improve the climate and culture. Parents also requested workshops on suicide prevention, how to use Parent Square, depression/anxiety, and signs of drug use.

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

\$14,614

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

\$14,614

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.

The site will allocate and align supplemental materials to support the five actions of the SPSA which will be paid through Title 1 funds. This would include supplemental instructional materials for all content areas to make lessons more engaging and accessible to all student groups. The site will use Title 1 funding to provide teachers with additional strategies to support all students with excellent first instruction in the area

of language arts, maths, and social sciences by providing them professional learning opportunities. This action is designed to directly respond to the learning needs of the high percentage of socio economically disadvantaged students. This action will also support English learners, at-risk, and homeless students. Funding will be used to create systems to engage parents with informative classes and workshops of interest. This will include classes on drug awareness and student social emotional awareness. Title 1 funding will allow access to teachers who will be available after hours to support parent communication and learning and interventions for students.

Goals and Actions

Goal

Goal #	Description
1	The Academy will fully engage families and all educational partners to support educational outcomes for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Participation in School Events	To be established in 2022-23.	No outcome for this year.			50 % participation in school events.
Number of Positive Phone Calls Made to Parents	To be established in 2022-23.	No outcome for this year.			<u>3</u> per students positive phone calls made for every student.
Responses to Parents' Surveys	To be established in 2021-22.	6 responses to Spring 2022 survey.			50 % responses to Spring 2022 survey.

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.

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, 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.

Based on this evaluation and parent input a metric for positive contacts, increased attendance at parent events, and a goal to increase responses to parent surveys has been added. Additionally, scheduling parent conferences in the Spring semester has been added as an action steps to further engage parents in the educational progress of their students.

Identified Need(s) for 2022-2023

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

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

Fowler Academy and Independent Study Programs will support improved student outcomes in academic performance and school engagement, and closing gaps on state and local measures through increased family engagement.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Improve Communication to School Educational Partners	<p>The site will utilize ParentSquare on a regular basis to communicate with parents. The site will increase postings on ParentSquare from last year. Staff and parents will be trained to use the system.</p> <p>Make positive phone calls to every parent through the year as an administrator, counselor, and teacher. Find a variety of ways like phone calls, a card or note home.</p> <p>The site will publish a newsletter once a semester.</p>	<ul style="list-style-type: none"> Principal Counselor Teachers 	<p>Teachers and parents will be provided training 9/22-5/23</p>	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
2	Increase Community Outreach and Family Engagement	<p>Hold Back-to-School night and Open House.</p> <p>One-on-one school registration with students and their family.</p> <p>Schedule parent conferences for all parents during the spring semester to provide parents an opportunity to communicate with teachers and the administration in a one-on-one setting. Parent conferences will provide an opportunity for teachers to communicate student successes and needs with parents.</p>			District Funded
3	Address the Needs of Our Learning Community	<p>The school will contract out, design and provide parent workshops on topics that are related to student SEL development and on topics requested by parents. These could include suicide prevention, drug and controlled substance use, college and career guidance, literacy night, financial aid night, etc.</p>	<ul style="list-style-type: none"> • Principal • Counselor • Assistant Superintendent of Educational Services 	Develop and provide parent workshops 11/22-4/23	District Funded Title I
4	Partner-Informed Decision Making	<p>The school will gather parent input for parent workshop topics and parent needs as related to student academic and SEL development.</p>	<ul style="list-style-type: none"> • Principal • Counselor • Assistant Superintendent of Education 	Get parent input on topics of workshops 9/22-4/23.	Title I 2000-2999: Classified Personnel Salaries Interpreting 300 Title I 3000-3999: Employee Benefits

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>The school will interact with ELL parents to get their perspectives on their needs. Parents will be invited and encouraged to provide their input during School Site Council meetings.</p> <p>The school will contact parents to encourage responses to the annual Parent Survey.</p>	<p>al Services</p>		<p>Interpreting 100</p> <p>Title I 4000-4999: Books And Supplies Supplies/materials for family engagement 1,000</p> <p>District Funded</p>

Goals and Actions

Goal

Goal #	Description
2	The Academy will provide a positive and physically and emotionally safe educational environment that will improve student outcomes and close performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Monthly Learner Round Table Meetings Held	Baseline established in 2021-22 school year.	Students met with the site counselor and principal 1-2 times per semester.			Students will have met with site counselor and principal 2 times per semester.
Attendance Rate	Baseline established in 2021-22 school year.	I.S. -- 62.6% Continuation -- Not Reported [2022 AERIES Data]			80% [2024 AERIES Data]
Student Awards Presented	No system in place	___ students received awards in Fall and Spring, including a principal's award for academics and behavior.			___ students will receive awards in Fall and Spring, including a principal's award for academics and behavior.
Suspension Rate	I.S -- 0% Continuation -- 0% [2019-20 DataQuest]	I.S -- 0% Continuation -- 0% [2020-21 DataQuest]			I.S -- 0% Continuation -- 0% [2023 California School Dashboard]
Chronic Absenteeism	I.S -- 26.3%	I.S -- 100%			I.S -- _20_ %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Continuation -- 53.8% [2018-19 DataQuest]	Continuation -- 97.1% [2020-21 DataQuest]			Continuation -- <u>50</u> % [2020-21 DataQuest]
Expulsion Rate	I.S -- 0% Continuation -- 0% [2019-20 DataQuest]	I.S -- 0% Continuation -- 0% [2020-21 DataQuest]			I.S -- 0% Continuation -- 0% [2022-23 DataQuest]
School Climate Survey: % of Students Feeling Connected to School	68.2% of respondents reported feeling connected to school. [Spring 2021 Student Survey]	45.5% of respondents reported feeling connected to school. [Spring 2022 Student Survey]			100% of respondents reported feeling connected to school. [Spring 2024 Student Survey]
School Climate Survey: % of Students Feeling Safe at School	72.7% of respondents reported feeling safe at school. [Spring 2021 Student Survey]	63.6% of respondents reported feeling safe at school. [Spring 2022 Student Survey]			100% of respondents reported feeling safe at school. [Spring 2024 Student Survey]

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.

Students met with the site counselor and principal 1-2 times per semester. Fall and Spring academic awards were presented to students. A principal's award for academics and behavior was established and given out. A student support specialist provided social emotional and academic counseling support to all students.

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 attendance incentive system was in place during the fall semester. It did not seem to motivate students who were habitually late.

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.

As data was reviewed and reflected upon, a need to establish a site wide behavior support system was felt. As a result the site will work towards establishing PBIS. Further, there is a need to monitor attendance and create a program to motivate students to improve attendance. A system to support attendance will be designed.

Identified Need

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

Fundamental to our students' success is regular school attendance. Most of the metrics related to this goal, such as Chronic Absenteeism, Suspension Rates, and Attendance Rates are associated with school attendance. At the very heart of those metrics are perceptions of School Connectedness and Safety. Research has made clear that students who feel that they are a part of our school, and are safe there, are far likelier to be successful. "School connectedness is an important protective factor for many students. It influences regular school attendance, which is key to improved education and health outcomes. Connectedness also reduces risk-taking behaviour and violent and antisocial behaviour, as well as the likelihood of emotional problems."

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Social and Emotional Learning and Supports	Hire a student counselor to respond to student mental, emotional, and academic needs. Students who are struggling with wellness needs will receive support through the site counseling services and additional SEL support programs.	Principal/counselor /advisory teacher	Consult with county personnel 10/22 Purchase supplementary resources 11/22-5/23	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>Student support specialist/counselor will support student individual SEL and mental health needs. The counselor will meet with individual students, do group activities, communicate student needs with parents, identify and share SEL and academic resources with students and parents, and advise seniors and other classes on graduation requirements. In addition, other SEL and behavior counseling services like Prodigy and All for Youth will be available for students.</p> <p>Students reflect on their learning behaviors three times a year as part of the Learner Round Table conversations. Parents and staff provide feedback to the student in support of their learning behavior goals.</p>			
2	Supporting Students' Goals	<p>Advisor teachers and student counselor monitor and support students' academic and social-emotional needs</p> <p>After assessing the needs of students, a plan will be developed to develop and establish monthly Learner Round Table meetings between student, administration, and counselor to communicate</p>	Principal/counselor	<p>Purchase or design assessment 10/22</p> <p>Train principal/counselor/teachers 10/22-5/23</p>	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>student strengths and needs and establish learning goals with the students. Feedback and input on the system will be invited from district, county, other experts and programs.</p>			
3	Meeting the Needs of Homeless Students and Foster Youth	<p>SEL and academic resources will be made available to homeless and foster youth.</p> <p>The site administration and counselor will support and monitor the needs of homeless and foster youth.</p> <p>Title I funds will be used to establish an emergency fund to supply small, immediate necessities for homeless students.</p>	Principal/counselor	Identify students with needs 8/22-5/23, meet and assess student needs - ongoing. Design and provide support as needed.	<p>Title I 4000-4999: Books And Supplies 500 District Funded</p>
4	Student Behavior Supports	<p>The school will develop a PBIS reward system. Staff will be trained in CPI and PBIS procedures. A collaborative response to provide mental health support to students will be developed and implemented. All supplies and materials needed to implement these supports effectively will be made available to staff and students.</p> <p>Develop and implement a reward system for academic</p>	Principal/counselor /advisory teacher	Train counselor, principal, teachers in PBIS 9/22-11/22	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>engagement and scholarly behavior growth. Reward students who meet credit recovery goals mid/end of semester. In addition, reward the most improved student for academics and behavior. Sustain the system that was put in place last year for semester rewards in academics and behavior. Add an incentive at the six- and twelve-weeks progress report mark.</p>			
5	Attendance Supports	<p>The school will develop a a daily attendance monitoring system to recognize and provide monthly rewards for attendance.</p>			District Funded

Goals and Actions

Goal

Goal #	Description
3	The Academy will provide high-quality instruction to increase student achievement and close performance gaps for all students, including English language learners, homeless and foster youth, and students with exceptional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	Results not reported due to small sample size.	Continuation -- Standard Exceeded-- 0% Standard Met -- 16.7% Nearly Met -- 33.3% Not Met -- 50.0% I.S. results not reported due to small sample size. [2021 SBAC Data]			Continuation -- Standard Exceeded-- _20_% Standard Met -- _50_% Nearly Met -- _30_% Not Met -- _0_% I.S. results not reported due to small sample size. [2023 SBAC Data]
SBAC Math	Results not reported due to small sample size.	Continuation -- Standard Exceeded-- 0% Standard Met -- 0% Nearly Met -- 16.7% Not Met -- 83.3% I.S. results not reported due to small sample size. [2021 SBAC Data]			Continuation -- Standard Exceeded-- _10_% Standard Met -- _50_% Nearly Met -- 20__% Not Met -- _20_% I.S. results not reported due to small sample size.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					[2023 SBAC Data]
iReady ELA	To be established in 2021-22	___% Mid or Above Grade Level ___4.5___% Early on Grade Level ___9___% One Grade level Below ___9___% Two Grade Levels Below ___77___% Three or More Grade levels Below [2022 iReady Diagnostic 3]			___% Mid or Above Grade Level ___50___% Early on Grade Level ___25___% One Grade level Below ___25___% Two Grade Levels Below ___% Three or More Grade levels Below [2024 iReady Diagnostic 3]
iReady Math	To be established in 2021-22	___% Mid or Above Grade Level ___% Early on Grade Level ___% One Grade level Below ___% Two Grade Levels Below ___100___% Three or More Grade levels Below [2022 iReady Diagnostic 3]			___% Mid or Above Grade Level ___% Early on Grade Level ___50___% One Grade level Below ___25___% Two Grade Levels Below ___25% Three or More Grade levels Below [2024 iReady Diagnostic 3]
Purposeful Use of Assessments to Inform Instruction	To be established.	Two summative assessments (iReady) were used in Math and ELA			Teachers will use a minimum of four formative and two summative

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					assessments per year per subject area.
Reclassification Rate	I.S -- 0% Continuation -- 0% [2019-20 DataQuest]	I.S -- 0% Continuation -- 0% [2020-21 DataQuest]			I.S -- _50_% Continuation -- _50_% [2020-21 DataQuest]
English Learner Progress	Not reported due to student group size less than 11.	Not reported due to student group size less than 11.			40% making appropriate progress on the ELPI, if reported. [2023 California School Dashboard]
Credit Recovery	To be established.	To be established.			80 % of senior students will complete credit recovery to be on track to complete high school graduation requirement.

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.

Steps to achieve this goal were successful. Teachers collaborated on creating a lesson design. Teachers created and used pacing guides for the fall semester. Supplementary and core curriculum was purchased for various content areas to further Goal 1. A system to celebrate perfect monthly attendance was implemented. Math and ELA teachers used some formative and two summative assessments in the form of iReady assessments. ELD online materials were purchased and used. ELA and Math assessments were implemented.

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, 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.

This goal stays the same as last year. However, additional detail and steps have been added to the action steps. This year we can drill deeper into the instructional practices to better support the academic needs of the students.

Identified Need

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

Goal 3 is the foundation of the purpose and mission of the school. The goal to increase the academic achievement of each student stays consistent, despite the substantial shift in the Academy’s student body every year.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Qualified Teachers Providing Effective First Instruction	Teachers will utilize the Academy lesson design, pacing guides, and formative assessments to drive effective first instruction. The site will develop a visible formative and summative assessment plan and grading procedures.	<ul style="list-style-type: none"> Principal Assistant Superintendent Educational Services 	Develop pacing -- 10/22-2/23 Data analysis -- yearlong	District Funded
2	Intervention and Support Staff and Supplemental Learning Program	The site will add instructional support staff, including an instructional aide to support teachers with instruction practices. The instructional aide will provide students one-on-one support for	<ul style="list-style-type: none"> Principal Assistant Superintendent Educational Services 	"Paper " is already purchased through the district and available to students districtwide.	District Funded 2000-2999: Classified Personnel Salaries 12,714

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
		<p>learning, provide individual and group learning strategies, help students in reviewing lessons, as well as identifying and creating a plan to make up classwork.</p> <p>Students who are struggling academically will receive tutoring support through "Paper" -- and online, 24/7 tutoring program -- and one-on-one support with a teacher.</p>			
3	English Language Acquisition and English Learner Supports	<p>The 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 in teaching EL students.</p> <p>Supplemental ELD materials/supplies to enhance the development and delivery of lessons in English Language Development will be acquired.</p>	<ul style="list-style-type: none"> Principal Assistant Superintendent Educational Services 	<p>Training in ELD strategies -- 1/23-3/23</p> <p>Time for teachers to use language -- data 9/22-6/23</p>	District Funded
4	Summer School and Expanded Learning	Winter and summer online credit opportunities will be made available to students.	<ul style="list-style-type: none"> Principal Assistant Superintendent 	12/22-8/23	District Funded

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
			Educational Services		
5	Professional Development	<p>Teachers will be trained in and develop pacing of curriculum and an assessment plan. Teachers will be trained in developing a plan that describes an assessment cycle and how those data will be used to adjust ongoing instruction.</p> <p>Teachers will develop instructional strategies and share them with each other as part of an ongoing goal to</p> <p>Provide all students with excellent first instruction by providing teachers with training in effective first instruction strategies.</p> <p>Attend conferences/workshops/lesson observations in the areas of English Language Arts, Writing, Math, English Language Development, Administration, and Professional Development.</p> <p>The school will additionally use Title I funds for conference registrations to support professional learning.</p>	<ul style="list-style-type: none"> Principal Assistant Superintendent Educational Services	<p>Training 10/22-11/22</p> <p>By the end of the fiscal year, each teacher will attend at least one professional development conference or workshop that is related to their respective curriculum/standards being taught in class.</p>	<p>District Funded</p> <p>Title I</p>

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
6	College and Career Readiness	Community partners will present to students on careers and career paths available in the community and beyond.	Principal		None Specified
7	Career track courses	The site will provide students the opportunity to earn a Food Handlers certificate	Principal Teacher		

Monitoring and Evaluating Effectiveness

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

The site will review the implementation of the steps in the School Plan for Student Achievement at a School Site Council meeting in the spring by March 2023. This will allow the site to get input from students and parents. The site principal will also request feedback from local county office and district personnel. Any feedback and steps to adjust steps will then be implemented and changes shared with the School Site Council. The site will use informal and formal data from student representative meetings, student surveys, and parent surveys. In addition, assessment results, student grades, and student credit recovery data will inform the site about the effectiveness of the school plan.

Additionally, the site will use the SPSA Monitoring Instrument created by FUSD to monitor implementation and evaluate the effectiveness of the actions included in the SPSA. The information gathered through the Instrument will be shared periodically with the SSC.

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)
		None Specified		None Specified
Professional Development in the areas of English Language Arts, Writing, Mathematics, and English Language Development.	2022/2023 school year	None Specified		None Specified
Parental Involvement and workshops	2022/2023 school year	None Specified		None Specified
Direct Services to homeless/foster children	2022/2023 school year	None Specified		None Specified
Administrative Reserve	2022/2023 school year	None Specified None Specified None Specified		None Specified None Specified None Specified
Indirect Costs	2022/2023 school year	None Specified		None Specified

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	\$1,900.00

Subtotal of additional federal funds included for this school: \$1,900.00

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: \$1,900.00

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

Other: School Site Committee

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 9/19/22.

Attested:

Principal, Dr. Tina Brar on 9/19/22

SSC Chairperson, Iwalani Hamblet on 9/19/22

School Site Council Membership

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

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

Name of Members	Role
Tina Brar	Principal
David Muro	Classroom Teacher
Marissa Rosales	Other School Staff
Elizabeth Soto	Parent or Community Member
Nadia Soto	Secondary Student
Iwalani Hamblet	Parent or Community Member
Tim Basquez	Parent or Community Member
Joeshua Basquez	Secondary Student

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.