

Captain Cooper Elementary School

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School-site Council (SSC) Approval Date	Local Board Approval Date
Captain Cooper Elementary School	27-65987-6026025	May 18, 2023	June 21, 2023

Purpose and Description

Briefly describe the purpose of this plan (School-wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

School-wide 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.

Captain Cooper Elementary School is a Title 1 school with a School-wide Program to support students. Our school goals match the district LCAP goals in the areas of ELA, ELD, Math and Social, Emotional and Behavioral learning. This year, we are including goals to include attendance and special education. The school's plan meets the ESSA requirements by advancing equity for disadvantaged and high needs students, ensuring students are taught to high academic standards, providing information to educators, families, students and communities through annual state-wide assessment, helping grow innovative practices and evidence-based interventions and developing action to effect positive change. Our SPSA and Title 1 budget provide funding for an ELD/ELA/math intervention teacher, school counseling, instructional aide support in the classroom, and instructional coaching by the teaching principal. The SPSA and budget support a bilingual shared book program and math games to connect home and school, as well as a student and family math night. To grow the innovative programs and intervention programs at the school, the SPSA and budget support acquisition of supplemental materials and supplies for the intervention instructional program (ELA, math, ELD), social/emotional behavioral learning and our innovative STEAM program. Lastly, the SPSA supports the English Language Advisory Committee (ELAC) and School Site Council (SSC) meetings to encourage parent participation in the development of the SPSA and Title 1 budget.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

8/2/22 All Staff Meeting- Health, safety, SST/IEP/504 timelines and processes, Schoolwide Positive Behavior Plan, schedules, meeting planning
9/1/22 DELAC/ELAC/SSC meeting- DELAC/ELAC information, importance of attendance reviewed, ELPAC and CAASPP data reviewed
9/8/22 All Staff meeting- Cooper mission and vision, ALICE protocol reviewed
9/15/22 and 9/29 Data Days- District Benchmark data, ELPAC and CAASPP data reviewed
10/6/22 Parent Club Meeting
10/20/22 All Staff Meeting- Cooper Mission, Vision, Character and Scholar traits, school board redistricting
11/3/22 DELAC/ELAC/SSC meeting- Review Safety Goals and needs, EL Reclassification, Parent Engagement Policy and Plan, 2021-22 SPSA and Title 1 budget
12/7/23 Parent Workshop- Positive Discipline
1/19/23 DELAC/ELAC/SSC meeting- Portrait of a CUSD graduate presentation
1/19/23 All Staff meeting- Portrait of a CUSD graduate presentation
1/30/23 and 2/6/23- Data Days- Review district benchmark data
2/9/23 All Staff Meeting- Cooper mission, vision, portrait of a graduate and traits, review safety goals/needs
2/16/23 DELAC/ELAC/SSC meeting- Comprehensive Safety Plan review, ELPAC information, SPSA review
3/1/23 Parent Workshop- Ohana Mental Health presentation
3/16/23 All Staff meeting- CUSD Budget Roadshow
4/6/23 All Staff meeting- SPSA Review, Title 1 budget review, CA Dashboard review for LCAP- school and district data, assess needs
4/5/23 DELAC/ELAC/SSC- District LCAP Stakeholder meeting
4/24/23 Data Day-District Benchmark data, ELPAC and CAASPP data reviewed
5/11/23 All Staff meeting- Final review of SPSA, Title 1 budget and LCAP
5/18/23 DELAC/ELAC/SSC meeting- Final review and approval of SPSA and Title 1 budget, Request Federal Funds, LCAP-Review and consultation on LCAP Goals and Questions

Resource Inequities

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

As a result of the needs assessment, materials and supplies were identified to supplement intervention for: ELA, math and ELD, social/emotional/behavioral learning, improved attendance, bilingual books for shared reading at home, and STEAM for the innovative science, technology, engineering, art and math program. The personnel needs identified are instructional coaching, intervention teaching (ELD, ELA, Math), school counseling and instructional aide support for English learners, special education and intervention students. Due to the high percentage of English learners and students in the low socioeconomic demographic group, our students don't have the same access to resources and experiences as the students at other district schools; therefore, materials and supplies addressing the goal areas allow our students access to educational and enriching experiences. Professional development for instructional staff is also a need in the areas of ELD, ELA, math and SEL to meet the needs of the students.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

English Language Arts: By June 2024, 65% of students will score "Meets" or "Exceeds" on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

On the 2022 California Assessment of Student Performance and Progress (CAASPP), 38% of students met or exceeded standards in ELA and 62% of students did not meet or exceed the standards in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment	June 2023, 55% of 3 rd -5 th grade students met average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.	By June 2024, 65% of 3 rd -5 th grade students will meet average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.
ELA portion of the California Assessment of Student Performance and Progress (CAASPP)	38% of 3 rd -5 th grade students scored “Meets” or “Exceeds” on the ELA portion of the 2022 California Assessment of Student Performance and Progress (CAASPP).	By June 2024, 65% of 3 rd -5 th grade students will score “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).
STAR ELA Assessment	55% of 3 rd -5 th grade students met or exceeded standards on the 2023 STAR ELA assessment.	By June 2024, 65% of 3 rd -5 th grade students will meet or exceed standards on the STAR ELA assessment.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

ELA intervention teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
ELA intervention teacher (0.267 FTE) \$49,048	Title 1
ELA intervention teacher (0.067 FTE) \$12,231	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Action

ELA instructional coaching by teaching principal (0.1 FTE)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Teaching Principal (0.1 FTE) \$24,793	Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including ELA intervention students, special education students with ELA IEP goals and English learners.

Strategy/Activity

ELA intervention materials

Proposed Expenditures for this Strategy/Activity

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

	Source(s)
ELA intervention materials \$2,000	General Fund
ELA intervention materials \$1,000	Title 1 Fund

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Math: By June 2024, 65% of students will score “Meets” or “Exceeds” on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

On the 2022 California Assessment of Student Performance and Progress (CAASPP), 33% students met or exceeded standards in Math and 67% of students did not meet or exceed standards in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).	33% of 3 rd -5 th grade students scored “Meets” or “Exceeds” on the math portion of the 2022 California Assessment of Student Performance and Progress (CAASPP).	By June 2024, 65% of 3 rd -5 th grade students will score “Meets” or “Exceeds” on the math portion of the California Assessment of Student Performance and Progress (CAASPP).
iReady Math Benchmark assessment	70% of 3 rd -5 th grade students met or exceeded standards on the 2023 iReady Math benchmark assessment	By June 2024, 75% of 3 rd -5 th grade students will meet or exceed standards on the iReady Math benchmark assessment

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math intervention Teacher (0.267 FTE)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Math intervention teacher (0.267 FTE) \$49,048	Title 1
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Math intervention teacher (0.067 FTE) \$12,231	General Fund
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math coaching by teaching principal (0.1 FTE)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Teaching Principal (0.1 FTE) \$24,793	Title 1
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math intervention materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Math intervention materials \$2,000	General Fund
Math intervention materials \$1,000	Title 1 Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

STEAM program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
STEAM program materials \$2,000	General Fund
STEAM program materials \$1,000	Title 1 Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including math intervention students, special education students with math IEP goals and English learners.

Strategy/Activity

Math Night for students and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Math Night \$500	Title 1 Fund

Goals, Strategies, Expenditures, & Annual Review

Goal 3

English Language Development: By June 2024, 65% of EL students will either move one level or maintain their current level for only a second year on the Summative ELPAC, and/or meet reclassification criteria.

Identified Need

On the 2022 Summative English Language Proficiency Assessment for California (ELPAC), 46% of students scored at level 4, 36% of students scored at level 3, 18% of students scored at level 2 and 0% of students scored at level 1. 82% of ELs moved up one level or maintained their current level, or for only a second year or met reclassification criteria. Five students met the ELPAC standard for Reclassified Fluent English Proficient (RFEP). During the 2022-23 school year, approximately 17% of the students were designated English Learners (EL). According to the 2022 CA School Dashboard, 26% of the students were designated EL during the 2021-22 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	On the 2022 Summative English Language Proficiency Assessment for California (ELPAC), 46% of students scored at level 4, 36% of students scored at level 3, 18% of students scored at level 2 and 0% of students scored at level 1. Five students met the ELPAC standard for	By June 2024, 65% of EL students will either move one level or maintain their current level for only a second year on the Summative ELPAC, and/or meet reclassification criteria.

	Reclassified Fluent English Proficient-RFEP for 2022. 82% of ELs moved up one level or maintained their current level, or for only a second year or met reclassification criteria. Five students met the ELPAC standard for Reclassified Fluent English Proficient (RFEP).	
Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment	June 2023, 55% of 3 rd -5 th grade students met average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.	By June 2024, 65% of students will meet average growth targets in reading fluency as measured by the end of the year Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next assessment.
ELA portion of the California Assessment of Student Performance and Progress (CAASPP)	38% of 3 rd -5 th grade students scored “Meets” or “Exceeds” on the ELA portion of the 2021-22 California Assessment of Student Performance and Progress (CAASPP).	By June 2024, 65% of students will score “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).
STAR ELA Assessment	55% of 3 rd -5 th grade students met or exceeded standards on the 2023 STAR ELA assessment.	By June 2024, 65% of 3 rd -5 th grade students will meet or exceed standards on the STAR ELA assessment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

ELD intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
ELD intervention teacher (0.267 FTE) \$49,048	Title 1
ELD intervention teacher (0.067 FTE) \$12,231	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners and Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

Instructional Assistants (4) to support English Learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Instructional Assistant (0.71825 FTE) \$61,196	Title 1
Instructional Assistant (0.71825 FTE) \$81,818	ESSA CSI
Instructional Assistant (0.71825 FTE) \$61,552	ESSA CSI
Instructional Assistant (0.71825 FTE) \$62,911	General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners and Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

Home-school connection bilingual book and math games program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Bilingual books and Math Games \$1,000	Title 1 Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and Redesignated Fluent English Proficient (RFEP) students

Strategy/Activity

ELAC/SSC Meetings/Parent Engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
ELAC/SSC meeting supplies \$200	Title 1
Childcare for ELAC/SSC meetings \$200	Title 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners and Redesignated Fluent English Proficient (RFEP) students.

Strategy/Activity

ELD coaching by teaching principal (0.1 FTE)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teaching Principal (0.1 FTE) \$24,793

Title 1

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Social, Emotional, Behavioral: All students will be provided with Social Emotional Learning (SEL) and positive behavior intervention supports. By June 2024, The overall suspension rates will decrease and the specific rate for any sub-group will not exceed 1.5%.

Approximately 80% of the students are socioeconomically disadvantaged according to the 2022 school Dashboard. Social, emotional and behavioral needs were identified as target areas in the needs assessment. During the 2022-23 school year, there were 0 suspensions and 0 behavior referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Suspensions	0 suspensions	0 suspensions
Number of Behavior Referrals	0 behavior referrals	10 behavior referrals

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including intervention students, special education students with IEP goals and English learners.

Strategy/Activity

School-wide positive social, emotional, behavioral tiered support program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Social, emotional and behavioral learning materials \$500

Title 1 Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including intervention students, special education students with IEP goals and English learners.

Strategy/Action

School Counselor providing services for classes, groups, individuals and parents (0.2 FTE)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

School Counselor (0.1 FTE) \$19,018

Title 1

School Counselor (0.4 FTE) \$76,075

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including ELA intervention students, special education students with ELA IEP goals and English Learners.

Strategy/Activity

Parent Library in counseling office

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parenting and family wellness books \$100

Title 1 Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including ELA intervention students, special education students with ELA IEP goals and English Learners.

Strategy/Activity

Parent Workshop/Parent Engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Parenting Workshop \$336	Title 1 Fund

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Attendance: By June 2024, The overall attendance rates will increase and the specific rate for any sub-group in the low range on the School Dashboard will improve. All students will be provided with attendance improvement support.

Approximately 26.4% of all students, 33.3% of white students, 26.3% of hispanic students, 21.4% of English Learners and 20.9% of socioeconomically disadvantaged students were chronically absent 10 or more days during the 2021-22 school year, according to the 2022 school Dashboard. Attendance was identified as a low performing area on the 2022 School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 Average Daily Attendance	87.5%	95%
2022-23 Average Daily Attendance	94.4%	95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including intervention students, special education students with IEP goals and English learners.

Strategy/Activity

School-wide positive attendance support program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Positive attendance program materials \$300	ESSA CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including intervention students, special education students with IEP goals and English learners.

Strategy/Action

School Counselor providing guidance and support for individuals and parents (0.1 FTE)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
School Counselor (0.1 FTE) \$19,018	ESSA CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including ELA intervention students, special education students with ELA IEP goals and English Learners.

Strategy/Activity

Parent Library in counseling office

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Parenting books \$400	ESSA CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including ELA intervention students, special education students with ELA IEP goals and English Learners.

Strategy/Activity

Parent Workshop/Parent Engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Parenting Workshop \$2,002	ESSA CSI

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$307,573
Total Federal Funds Provided to the School from the LEA for CSI	\$165,090
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA <i>(Includes General Fund)</i>	\$654,342

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 and CSI	\$472,663

Subtotal of additional federal funds included for this school: \$ 472,663 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 (\$)
General Fund	\$181,679

Subtotal of state or local funds included for this school: \$181,679

Total of federal, state, and/or local funds for this school: \$654,342

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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