School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Accelerated Achievement Academy	35 67470 0121400	November 1, 2021	November 16, 2021

X **I have completed my SPSA.**

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 Accelerated Achievement Academy (AAA) School Plan for Student Achievement (SPSA) was developed with district, community, teacher and parent input. This SPSA was made to ensure that our public school provides an exceptional education for all AAA students. This plan outlines staff

development directions, curriculum enrichment and local and state accountability measures for all student achievement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Regular school climate check ins (students, School Site Council, Parent Club and staff meetings).

Classroom Observations

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

All teachers are regularly evaluated, all classrooms are regularly visited for informal observations and students and teachers are provided feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers work with CAASPP higher level claim stems and together evaluate ongoing IAB Assessments to inform standards intervention choices and decide curriculum pacing.

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

Mathematics intervention and enrichment are provided when formative assessments (given throughout the year) show need. AAA teachers dedicate time to analyze data and adjust instruction in grade level teams throughout the year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at this site hold the appropriate credential/s for the academic grade level that they teach. The Hollister School District (HSD) Human Resources Department monitors teaching credentials throughout the academic school year and works with Principals to place teachers appropriately.

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

All classrooms are staffed with highly qualified teachers. All teachers possess an appropriate teaching credential. Teachers are provided district and site professional development. Teachers attend workshops for professional growth that cover Common Core State Standards (CCSS) curriculum and best teaching strategies and methodologies.

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

Teachers are provided district and site professional development. All teachers attend district and site trainings focused on teaching CAASPP Standards and core curriculum, using effective teaching methodologies and data to make the most impactful teaching decisions.

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

All teachers have opportunities to work with site content experts. Teachers also work collaboratively in school site grade level teams to collaboration, make instructional decisions and evaluate formative assessment data.

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

AAA teachers 5-8 meet several times a week in Professional Learning Community (PLC) teams. Each PLC coordinates the pacing, teaching, assessing (formative and summative) and reteaching of standards based curriculum.

All grade level data is analyzed after each ELA and Mathematics formative assessments in grade level teams. Results are used to determine which standards have been mastered and which standards need to be retaught. Data from classroom assessments and daily checking for understanding are used to adjust or totally rewrite lesson and/ or instructional pacing.

Teaching and Learning

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

The Accelerated Achievement Academy utilizes state adopted curriculum for instruction in all content areas. Teachers use state adopted curriculum to teach and assess Common Core State Standards (CCSS). Teachers create classroom assessments to determine mastery of standards and use data to determine next steps in daily instruction. Instruction is differentiated within the classroom so that all students benefit from advanced instruction. Teachers in grade 5 use a standards based report card to communicate mastery of standards to students and parents.

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

The Accelerated Achievement Academy sets aside instruction time for English Language Arts and Mathematics core programs. Core instructional time is given priority during the school day with no to minimum interruption during the day.

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

Teachers differentiate CCSS instruction or provide classroom intervention or enrichment activities based on formative assessment results.

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

All students have appropriate standards based instructional materials to reach the highest levels of learning. Supplemental CCSS materials are available to increase practice and build mastery. Every AAA student has a Chromebook. Teachers use Chromebooks to teach and research CCSS aligned Project Based Learning (PBL).

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

The Accelerated Achievement Academy (AAA) provides SBE-adopted core instructional programs for every classroom for every student. In class interventions are provided by differentiating class instructional materials for all students access.

Opportunity and Equal Educational Access

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

When students are under performing in classrooms, teachers collaborate to determine how to best intervene and reach standard mastery. Traditionally the students at the Accelerated Achievement Academy score proficient or advanced on standardized tests.

Evidence-based educational practices to raise student achievement

All AAA teachers read Schmoker's "How We Teach" section of his book Focus. They are concentrating on building ELA and Math lessons with clear learning objectives, strong direct instruction, frequent checks for understanding and using data to guide what to teach and inform gradual release.

AAA Math achievement has grown because all teachers use Math formative assessments to inform learning goals, pacing and reteaching. AAA teachers have built consensus on formative assessment format, timing, error analysis and pacing to ensure school wide best practices and growth over time. AAA teachers agree that they will reteach/ enrich standards until 100% proficiency is reached.

AAA teachers also use Project Based Learning (PBL) to engage and empower students to solve real-world problems. This intense inquiry process demands that students use state Common Core Standards to solve complex problems and build deeper understandings of the world and their place in it.

Parental Engagement

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

There is a full time school counselor available to service student counseling needs. There is also a part time school psychologist.

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

School Site Council involves parents and teachers in allocating Title 1 funds. Our Academy Parent Club is a parent run 501C that fundraises $20,000 for student enrichment (field-trips and university visits).

Funding

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

AAA believes in Project Based Learning (PBL). PBL trained teachers empower all students to solve real-world problems and answer complex questions. All student learning is original, researched, reasoned and publicly shared. Release days are set aside to build Project Based Learning units that are accessible to all students.

Fiscal support (EPC)

Current SBE- adopted basic core instructional programs. AAA has fully credentialed and highly qualified teachers. AAA teachers are provided daily and weekly opportunities to participate in PLC's and collaboration time in grade level teams. Formative assessments and CAASPP IABs help teachers monitor essential CCSS mastery.

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

AAA's SPSA Goals and the financial investment necessary to support it were made, monitored and adjusted with the AAA teachers, the principal and AAA's School Site Council.

Resource Inequities

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

n/a

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	5.78%	7.04%	8.0%	10	14	17
Filipino	1.73%	1.01%	1.4%	3	2	3
Hispanic/Latino	60.69%	62.31%	65.7%	105	124	140
Pacific Islander	0.58%	1.51%	0.9%	1	3	2
White	27.75%	24.62%	19.7%	48	49	42
Multiple/No Response	1.73%	2.01%	1.4%	3	3	3
			Total Enrollment	173	199	213

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 4	50	50	55
Grade 5	32	52	50
Grade 6	29	35	43
Grade 7	31	30	32
Grade 8	31	32	33
Total Enrollment	173	199	213

Conclusions based on this data:

1. AAA enrollment has been growing one classroom per year. .
2. AAA student group percentages enrollment has remained stable for the past three years.
3. AAA became a 5-8 school in 2021-2022

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	5	5	15	2.9%	2.5%	7.0%
Fluent English Proficient (FEP)	51	52	52	29.5%	26.0%	24.4%
Reclassified Fluent English Proficient (RFEP)	4	6	4	80.0%	55.0%	30.8%

Conclusions based on this data:

1. The number of Fluent English Proficient students has been stable the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	23	30	50	23	30	50	23	30	50	100	100	100
Grade 5	31	30	31	31	29	31	31	29	31	100	96.7	100
Grade 6	29	32	30	28	32	30	28	32	30	96.6	100	100
Grade 7	26	31	30	25	29	30	25	29	30	96.2	93.5	100
Grade 8	24	22	30	23	21	30	23	21	30	95.8	95.5	100
All Grades	133	145	171	130	141	171	130	141	171	97.7	97.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	2560.	2552.	2535.	78.26	66.67	54.00	13.04	26.67	32.00	4.35	6.67	12.00	4.35	0.00	2.00
Grade 5	2601.	2589.	2602.	67.74	58.62	61.29	32.26	34.48	38.71	0.00	3.45	0.00	0.00	3.45	0.00
Grade 6	2601.	2626.	2626.	39.29	59.38	53.33	53.57	34.38	43.33	7.14	6.25	3.33	0.00	0.00	0.00
Grade 7	2675.	2641.	2672.	64.00	44.83	70.00	36.00	55.17	30.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade 8	2703.	2681.	2641.	69.57	47.62	36.67	30.43	52.38	50.00	0.00	0.00	13.33	0.00	0.00	0.00
All Grades	N/A	N/A	N/A	63.08	56.03	54.97	33.85	39.72	38.01	2.31	3.55	6.43	0.77	0.71	0.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	65.22	60.00	58.00	26.09	36.67	38.00	8.70	3.33	4.00
Grade 5	67.74	62.07	58.06	32.26	31.03	41.94	0.00	6.90	0.00
Grade 6	39.29	53.13	63.33	60.71	46.88	36.67	0.00	0.00	0.00
Grade 7	68.00	51.72	73.33	32.00	41.38	26.67	0.00	6.90	0.00
Grade 8	78.26	71.43	46.67	21.74	28.57	53.33	0.00	0.00	0.00
All Grades	63.08	58.87	59.65	35.38	37.59	39.18	1.54	3.55	1.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	43.48	56.67	38.00	52.17	43.33	54.00	4.35	0.00	8.00
Grade 5	67.74	58.62	58.06	32.26	37.93	41.94	0.00	3.45	0.00
Grade 6	46.43	62.50	60.00	53.57	37.50	40.00	0.00	0.00	0.00
Grade 7	92.00	72.41	80.00	8.00	27.59	16.67	0.00	0.00	3.33
Grade 8	82.61	80.95	40.00	17.39	19.05	56.67	0.00	0.00	3.33
All Grades	66.15	65.25	53.22	33.08	34.04	43.27	0.77	0.71	3.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	43.48	33.33	30.00	56.52	66.67	70.00	0.00	0.00	0.00
Grade 5	45.16	58.62	54.84	54.84	37.93	45.16	0.00	3.45	0.00
Grade 6	28.57	43.75	36.67	71.43	56.25	63.33	0.00	0.00	0.00
Grade 7	40.00	27.59	50.00	60.00	72.41	50.00	0.00	0.00	0.00
Grade 8	56.52	57.14	30.00	43.48	42.86	60.00	0.00	0.00	10.00
All Grades	42.31	43.26	39.18	57.69	56.03	59.06	0.00	0.71	1.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	73.91	60.00	36.00	21.74	36.67	60.00	4.35	3.33	4.00
Grade 5	74.19	68.97	64.52	25.81	27.59	35.48	0.00	3.45	0.00
Grade 6	71.43	65.63	66.67	28.57	34.38	33.33	0.00	0.00	0.00
Grade 7	88.00	51.72	76.67	12.00	48.28	23.33	0.00	0.00	0.00
Grade 8	91.30	71.43	50.00	8.70	28.57	50.00	0.00	0.00	0.00
All Grades	79.23	63.12	56.14	20.00	35.46	42.69	0.77	1.42	1.17

Conclusions based on this data:

1. Over the last three testing administrations, the number of AAA students who met or exceeded ELA Standards are abnormally high compared to state and national averages.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	23	30	50	23	30	50	23	30	50	100	100	100
Grade 5	31	30	31	31	29	31	31	29	31	100	96.7	100
Grade 6	29	32	30	28	32	30	28	32	30	96.6	100	100
Grade 7	26	31	30	25	29	30	25	29	30	96.2	93.5	100
Grade 8	24	22	30	23	21	30	23	21	30	95.8	95.5	100
All Grades	133	145	171	130	141	171	130	141	171	97.7	97.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	2544.	2540.	2540.	43.48	40.00	38.00	39.13	46.67	52.00	17.39	13.33	10.00	0.00	0.00	0.00
Grade 5	2597.	2606.	2632.	61.29	68.97	90.32	22.58	20.69	9.68	16.13	10.34	0.00	0.00	0.00	0.00
Grade 6	2596.	2641.	2650.	28.57	65.63	83.33	53.57	25.00	13.33	17.86	9.38	3.33	0.00	0.00	0.00
Grade 7	2641.	2628.	2686.	48.00	34.48	73.33	36.00	48.28	20.00	16.00	17.24	6.67	0.00	0.00	0.00
Grade 8	2712.	2688.	2656.	82.61	61.90	53.33	13.04	33.33	30.00	4.35	4.76	16.67	0.00	0.00	0.00
All Grades	N/A	N/A	N/A	52.31	53.90	64.33	33.08	34.75	28.07	14.62	11.35	7.60	0.00	0.00	0.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	60.87	60.00	64.00	39.13	36.67	32.00	0.00	3.33	4.00
Grade 5	70.97	75.86	100.0	22.58	20.69	0.00	6.45	3.45	0.00
Grade 6	46.43	75.00	80.00	50.00	25.00	20.00	3.57	0.00	0.00
Grade 7	68.00	55.17	83.33	24.00	37.93	16.67	8.00	6.90	0.00
Grade 8	95.65	71.43	60.00	0.00	28.57	40.00	4.35	0.00	0.00
All Grades	67.69	67.38	76.02	27.69	29.79	22.81	4.62	2.84	1.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	52.17	46.67	46.00	47.83	50.00	50.00	0.00	3.33	4.00
Grade 5	58.06	62.07	74.19	41.94	37.93	25.81	0.00	0.00	0.00
Grade 6	35.71	65.63	76.67	57.14	31.25	23.33	7.14	3.13	0.00
Grade 7	36.00	34.48	66.67	64.00	65.52	30.00	0.00	0.00	3.33
Grade 8	82.61	66.67	60.00	17.39	33.33	40.00	0.00	0.00	0.00
All Grades	52.31	54.61	62.57	46.15	43.97	35.67	1.54	1.42	1.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 4	60.87	50.00	48.00	39.13	46.67	48.00	0.00	3.33	4.00
Grade 5	51.61	62.07	77.42	48.39	37.93	22.58	0.00	0.00	0.00
Grade 6	39.29	59.38	53.33	53.57	40.63	46.67	7.14	0.00	0.00
Grade 7	64.00	51.72	70.00	36.00	48.28	26.67	0.00	0.00	3.33
Grade 8	82.61	66.67	43.33	17.39	28.57	56.67	0.00	4.76	0.00
All Grades	58.46	57.45	57.31	40.00	41.13	40.94	1.54	1.42	1.75

Conclusions based on this data:

1. Over the last three testing administrations, the number of AAA students who met or exceeded ELA Standards are abnormally high compared to state and national averages.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 4		*		*		*		5
Grade 6	*		*		*		*	
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Conclusions based on this data:

1. n/a

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
199	**40.7**	**6.5**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	6.5
Homeless	1	0.5
Socioeconomically Disadvantaged	81	40.7
Students with Disabilities	4	2.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	14	7.0
Filipino	2	1.0
Hispanic	124	62.3
Two or More Races	3	1.5
Pacific Islander	3	1.5
White	49	24.6

Conclusions based on this data:

1. AAA is one of the highest performing socioeconomic diverse schools in California.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Orange
Mathematics Blue		

Conclusions based on this data:

1. AAA low suspension rates due to school wide Capturing Kids Hearts training.
2. An orange suspension rating was the result of 2 student suspensions.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
86.9 points above standard	73.3 points above standard	0 Students
Declined -7.5 points	Declined -14.8 points	
169	35	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	79.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6	Declined -11.9 points	2
	72	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 78.1 points above standard Declined -9.2 points 103	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Blue 97.3 points above standard Maintained -1.3 points 46

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	81.1 points above standard Declined -7 points 30	86.9 points above standard Declined -8.6 points 114

Conclusions based on this data:

1. Percentage drops occurred despite achieving abnormally high scores.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	
85.1 points above standard	67 points above standard	
Increased ++5.1 points	Declined -5.8 points	
169	35	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	71.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6	Declined -5.9 points	2
	72	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 75.5 points above standard Increased ++4.2 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 88.6 points above standard Increased ++6.3 points 46

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	75.8 points above standard Maintained ++2.9 points 30	85 points above standard Increased ++6.2 points 114

Conclusions based on this data:

1. AAA Mathematics scores are some of the highest in the state.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
3.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.4	5	0
175		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	5.4	Less than 11 Students - Data Not Displayed for Privacy
6	Declined -3.3	2
	74	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	10	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
4.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2
Declined -1.5	6	1	Declined -5.7
106			49

Conclusions based on this data:

1. AAA significantly lowered school Chronic Absenteeism numbers.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
2.8	Less than 11 Students - Data Not	
Increased +2.8	5	
178		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not	1.4	Less than 11 Students - Data Not
6	Increased +1.4	2
	74	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 1.8 Increased +1.8 109	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1	 Yellow 2 Increased +2 49

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	2.8

Conclusions based on this data:

1. AAA suspension rates grew because of 2 suspensions.
2. A "0" suspension rate is not sustainable.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: All Hollister School District students will be high achievers. (LEAP Performance Goal 1)

Goal 1

Specific:
AAA students will grow at least 2% in Meeting or Exceed Math Standards (so that 95% AAA students achieve that result) in Math as measured by the CAASPP Assessment results delivered in August 2021.

Measurable:
At least 95% of all AAA students will Meet or Exceed Math standards as measured on CAASPP assessments.

Achievable:
In 2018 92% of all AAA Students Meet or Exceed Math standards as measured on CAASPP assessments.

Relevant:
AAA could be the highest achieving school in California. To accomplish this 2% more AAA Students need to Meet or Exceed Math standards as measured on CAASPP assessments.

Time bound:
Testing results will be compiled in August 2022.

Identified Need

Increasing AAA CAASPP scores in English Language Arts and Mathematics concurrently.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
At least 95% of all AAA students will Meet or Exceed Math standards as measured on CAASPP assessments.	In 2018 92% of all AAA Students Meet or Exceed Math standards as measured on CAASPP assessments.	AAA could be the highest achieving school in California. To accomplish this 2% more AAA Students need to Meet or Exceed Math standards as measured on CAASPP assessments.

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 AAA students.

Strategy/Activity

AAA Math achievement will grow because all AAA teachers use formative assessments to inform learning goals, pacing and reteaching. AAA teachers have built consensus on formative assessment format, timing, error analysis and pacing to ensure school wide best practices and growth over time. Teachers identify students that need to be taught the standard in a different way (whole or small group) and provide the intervention. AAA teachers agree that they will reteach/ enrich the standard until 100% proficiency is reached.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All AAA students.

Strategy/Activity

1. Using the grade level standards, teachers and students will develop project-based learning activities that integrate Common Core Standards across subject areas so students are empowered learners and gain a deeper understanding of all subject standards.
2. Teachers will use Buck Institute Project Based Learning Rubrics to clarify project assessment and guide student project decisions.
3. Teachers will conduct student-led conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

All students, teachers and classrooms will have access to materials, technology, instructional supplies, field trips and supplemental learning 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: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,500	Lottery: Instructional Materials Professional development, materials, technology, instructional supplies, field trips and supplemental learning materials. Specific investment needed in procuring powerful laptops to build 3D scanning and printing school wide capacity.
1,376	Title I Professional development, materials, technology, instructional supplies, field trips and supplemental learning materials.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Achieved more than first year goals (5% growth)

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

None

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

Grow 2% more than year 1 goals.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: AAA will be a safe and positive learning environment.

Goal 2

Specific:
AAA will implement Capturing Kids Hearts (CKH) Social Contract and use the Four Questions in 100% of its classrooms by June 2020.

Measurable:
Frequent school climate check ins with students, SSC, Parent Club and teachers.

Achievable:
All HSD Administrative Staff has completed CKH Blueprint Leadership Training and all HSD Staff have completed CKH 101 Staff Development Training and have continuous CKH coaching support.

Relevant:
CKH builds meaningful, productive relationships with every student and every colleague and develops self-managing, high-performing classrooms with each classroom's unique Social Contract.

Time bound:
Survey results will be compiled at the end of each school year.

Identified Need

AAA needs to build and maintain safe and positive educational environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate check ins	There is no baseline data.	School safety and strong culture will strengthen.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

1. AAA Students, parents and teachers will be apart of several campus climate check ins.

2. Results will be compiled and reviewed.
3. AAA Teachers will evaluate results and make adjustments to our CKH classroom and school wide implementation to maximize student safety and individual sense of belonging at our school.
4. AAA teachers will share results, target CKH training with CKH coaches, use a plan, do, check, act cycle to make sure our approach is effective.

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

Amount(s)	Source(s)
0.00	

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

2nd year

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

n/a

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

AAA earned a national "Capturing Kids Hearts (CKH) Showcase School Award" in 2020. We will continue to grow our school-wide CKH skills in our Leadership Team to examine AAA implementation and national best practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: The District will maintain a budget and reserve that ensures (sustaining) programs and services for students and staff.

Goal 3

Specific:
To increase effective student learning practices, all teachers and administration at the Accelerated Achievement Academy (AAA) will attend trainings and workshops to update their skills in teaching gifted and high achieving students in Project Based Learning (PBL). What AAA teachers learn will be used to design and implement two world class PBL units by June 2021.

Measurable:
PBL results will be graded with Buck Institute Project Based Learning Rubrics to evaluate school-wide performance and make design changes for next year. To determine if units are world class, teachers, parents and students will fill out a newly developed AAA Project Based Learning Rubric to measure progress making PBL lessons and make sure students are driving learning results. AAA will improve 10% in year by year results.

Achievable:
All HSD Staff have or will completed PBL Training and have access to the new AAA Project Based Learning Rubric.

Relevant:
PBL builds meaningful, productive learning relationships with students and develops self-managing, high-performing classrooms where students lead inquiry and find answers to driving questions.

Time bound:
Survey results are taken and compiled at the end of every school year during AAA's PBL Signature Event.

Identified Need

To increase effective student learning practices, all teachers and administration at the Accelerated Achievement Academy (AAA) will attend trainings and workshops to update their skills in teaching gifted and high achieving students in Project Based Learning (PBL). What AAA teachers learn will be used to design and implement two world class PBL units by June 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBL results will be graded with a new Project Based Learning Rubric to evaluate school-wide performance and make design changes for the next year.	All HSD Staff have or will completed PBL Training and have access to the new Project Based Learning Rubric.	Teachers, parents and students will fill out a new Project Learning Rubric to measure school progress making PBL lessons meaningful and ensure

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		students are driving learning results. AAA will improve 10% over the previous year results.

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 AAA students

Strategy/Activity

Project Based Learning in our Professional Learning Community

1. Teachers will regularly discuss research-based strategies, build and modify Project Learning (PBL) projects for high-achieving students during staff meeting and collaboration time. Teachers will use site staff development time to collaborate and plan world class PBL Units.

2. AAA teachers will disseminate and discuss yearly PBL Projects and look over rubric results. Their findings will focus next year improvement plans and create a new Plan, Do, Check, Act Cycle.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

First year.

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

First year.

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

First year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$15,876.00

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	$1,376.00

Subtotal of additional federal funds included for this school: $1,376.00

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 ($)
	$0.00
Lottery: Instructional Materials	$14,500.00

Subtotal of state or local funds included for this school: $14,500.00

Total of federal, state, and/or local funds for this school: $15,876.00

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

2 Classroom Teachers

0 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Scott Wilbur	Principal
Denise McNett	Classroom Teacher
Dan Bailor	Classroom Teacher
Maryam Wafa	Parent or Community Member
Jose Madrid	Parent or Community Member
Leonard Espinoza	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on November 1, 2021.

Attested:

Principal, Scott Wilbur on 11/1/21

SSC Chairperson, Denise McNett on 11/1/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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 Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures 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 partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019