

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
Santa Monica Alternative School House (SMASH)	19-64980-6093538		

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)

We do not receive Title I funding

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.

In order for all students to be ready for college and careers, we are focusing on engaging in productive, persuasive oral and written communication in formal and informal exhibitions of learning.

We want to see the following elements from staff during their own Friday banked time sessions around implementing quality Exhibitions of Learning as well as from students' in-class Exhibitions that include: reasoning, justification, evidence, connections, research citations, building upon the ideas of others, readability to the audience, clear and coherent/precise academic language.

In order for English Learners to become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas, culturally and linguistically diverse students will receive writing conferences with teachers that frontload Writing Workshop teaching points and offer additional personalized writing instruction.

In order for all students to engage in schools that are safe, well maintained and family friendly, students will learn and demonstrate Mindfulness Strategies within our Social-Emotional Curriculum to build focus/attention, emotional self-regulation, Growth Mindset, relationships and communication skills.

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).

Olweus anti-bullying survey and School Climate survey results are also summarized as part of Goal #3.

SMMUSD School Quality Survey for Parents at SMASH
Number of responses was 102

1) How welcome do our families feel at SMASH?

Page 3 94% of respondents strongly agree or agree that there is quality family engagement at SMASH

Page 9 95% of respondents strongly agree or agree that principal is available when they have a concern

Page 9 96% of respondents strongly agree or agree that principal is courteous when they have a concern

Page 9 92% of respondents strongly agree or agree that principal is responsive when they have a concern

Page 10 99% of respondents strongly agree or agree that families are encouraged to attend school-sponsored activities such as back-to-school night

Page 10 98% of respondents strongly agree or agree that SMASH encourages families to volunteer

Page 11 97% of respondents strongly agree or agree that staff members and families treat each other with respect

Page 11 94% of respondents strongly agree or agree that SMASH respects and values input provided by families

Classroom Observations

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

Debriefs of teacher lessons were conducted: 8/27/18, 8/31/18, 9/5/18, 9/21/18, 10/26/18, 11/7/18, 11/14/18, 11/19/18, 12/19/18, 2/8/19, 2/27/19, 3/21/19, 4/22/19, 5/8/19, and 5/10/19. Evidence of social skills curriculum, Project based learning, common sense media instruction, and explicit lessons to support student academic language were reflected upon.

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)

Literacy Coach monthly meetings with each of the multi-age grade level teams looked at K-5 F&P reading assessments three times last year. These 1:1 reading fluency, decoding, and comprehension test results lead to small group literacy instruction from classroom teachers and Instructional Assistants for three needs: phonics, sight words, and guided reading.

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

Almost all students made appropriate reading level growth for one school year. For those who did not, 24 Student Success Team (SST) meetings were held.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

SMMUSD HR credential audit verified SMASH staff meet the highly qualified requirements.

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

Williams report verified access to adopted instructional materials and SMMUSD HR credential audit verified appropriately credentialed staff at SMASH.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

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

Literacy Coach trained Instructional Assistants and Classroom Teachers to use the new Teachers College K-2 phonics materials. Productive Communication Coach trained all instructional staff on ways to support classroom conversations and reflective writing.

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

Multiple layers of collaboration occurred: multi-age grade level teams met weekly in PLCs. General education and special education teams met monthly. Grade level and literacy coach monthly meetings occurred.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

After school Reading Partners interventions, during school LLI groups, counseling individual and group sessions, and the special education collaborative model were in place.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

All SMMUSD adopted materials for core content areas are available as well as TC Reading Workshop and Writing Workshop supplemental materials.

Opportunity and Equal Educational Access

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

The workshop model for reading and writing includes 1:1 conferring with a compliment and teaching point individualized based on student need as well as small strategy groups for targeted follow up lessons.

Evidence-based educational practices to raise student achievement

The combination of Project Based Learning, TC literacy workshops, and CGI math are in place.

Parental Engagement

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

SMASH vision statement based on family engagement survey: We received responses from parents for 50 out of the 226 students enrolled at SMASH 2018-19.

18 out of 50 were from culturally and linguistically diverse families

18 reinforcing responses and 32 suggestions

Subcommittee sat with 32 suggestions and revised the statement using their language and overall idea input:

At SMASH we believe that the participation of all members of our school community leads to enhanced social-emotional growth and nurtures individual potential for all learners. We will provide opportunities for all families to engage in academic and community events in order to create a supportive, connected and collaborative environment.

SMMUSD School Quality Survey for Parents at SMASH

Number of responses was 102

1) Are there differences in feeling of welcome for families by grade levels or demographic groups?

Page 13 93% of respondents strongly agree or agree that SMASH students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.

2) Do families understand effective ways to support their child's learning?

If there is time, identify needs based on the evidence and responses to these questions.

Page 5 88% strongly agree or agree that teachers give helpful feedback about student work.

Page 7 89% strongly agree or agree students receive the support they need to prepare for the future

Page 10 98% strongly agree or agree that families are informed about school-sponsored activities such as tutoring, after school programs and student performances.

Page 11 77% strongly agree or agree that the school uses family input to improve instruction.

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)

Members of the SSC participate in the decision making process for the use of Title II funding for professional development as part of the SPSA process.

Funding

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

Interdisciplinary teaching via stretch grant and PTSA instructors, small group literacy interventions via phonics, guided reading, and English Language Development curricular from LLI and IAs.

Fiscal support (EPC)

Stretch grant, Lottery Funds, PTSA support, Language and Literacy Interventionists, Instructional Assistants

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

Parents, Certificated staff, Classified staff, and Students provided input via monthly Site Council meetings, twice a month Staff Meetings, and monthly PTSA meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	%	0.44%	1		1
African American	3.5%	4.91%	5.33%	8	11	12
Asian	1.8%	1.79%	3.11%	4	4	7
Filipino	0.4%	0.45%	0.44%	1	1	1
Hispanic/Latino	17.5%	18.75%	19.56%	40	42	44
Pacific Islander	%	%	%			
White	58.3%	54.02%	53.33%	133	121	120
Multiple/No Response	%	%	%			
Total Enrollment				228	224	225

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	22	24	22
Grade 1	23	24	25
Grade 2	25	21	25
Grade3	25	26	22
Grade 4	24	25	26
Grade 5	26	27	24
Grade 6	27	24	29
Grade 7	28	28	26
Grade 8	28	25	26
Total Enrollment	228	224	225

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	7	6	5	3.1%	2.7%	2.2%
Fluent English Proficient (FEP)	14	17	21	6.1%	7.6%	9.3%
Reclassified Fluent English Proficient (RFEP)	1		2	14.3%	0	33.3%

Conclusions based on this data:

1.

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 3	25	26	22	17	12	15	17	12	15	68	46.2	68.2
Grade 4	*	25	26	*	17	5	*	17	5		68	19.2
Grade 5	26	*	24	11	*	16	11	*	16	42.3		66.7
Grade 6	29	*	30	15	*	11	15	*	11	51.7		36.7
Grade 7	28	28	26	15	17	17	15	17	17	53.6	60.7	65.4
Grade 8	28	25	26	18	18	13	18	18	13	64.3	72	50
All Grades	161	156	154	85	84	77	85	84	77	52.8	53.8	50

* 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 3	2411.	2436.	2454.	23.53	33.33	20.00	11.76	25.00	46.67	41.18	16.67	26.67	23.53	25.00	6.67
Grade 4	*	2471.	*	*	23.53	*	*	17.65	*	*	35.29	*	*	23.53	*
Grade 5	2533.	*	2545.	27.27	*	31.25	27.27	*	43.75	36.36	*	18.75	9.09	*	6.25
Grade 6	2590.	*	2616.	46.67	*	63.64	26.67	*	9.09	26.67	*	27.27	0.00	*	0.00
Grade 7	2635.	2616.	2629.	40.00	35.29	41.18	46.67	47.06	41.18	13.33	5.88	11.76	0.00	11.76	5.88
Grade 8	2618.	2632.	2655.	16.67	33.33	46.15	66.67	55.56	38.46	11.11	5.56	7.69	5.56	5.56	7.69
All Grades	N/A	N/A	N/A	31.76	38.10	37.66	36.47	34.52	37.66	24.71	14.29	19.48	7.06	13.10	5.19

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 3	23.53	33.33	46.67	41.18	58.33	40.00	35.29	8.33	13.33
Grade 4	*	23.53	*	*	52.94	*	*	23.53	*
Grade 5	9.09	*	37.50	54.55	*	62.50	36.36	*	0.00
Grade 6	40.00	*	72.73	60.00	*	18.18	0.00	*	9.09
Grade 7	53.33	41.18	56.25	40.00	47.06	43.75	6.67	11.76	0.00
Grade 8	33.33	55.56	61.54	61.11	38.89	30.77	5.56	5.56	7.69
All Grades	34.12	44.05	51.32	51.76	44.05	43.42	14.12	11.90	5.26

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 3	17.65	25.00	14.29	58.82	33.33	71.43	23.53	41.67	14.29
Grade 4	*	17.65	*	*	52.94	*	*	29.41	*
Grade 5	54.55	*	37.50	36.36	*	50.00	9.09	*	12.50
Grade 6	53.33	*	54.55	40.00	*	36.36	6.67	*	9.09
Grade 7	73.33	47.06	52.94	20.00	41.18	41.18	6.67	11.76	5.88
Grade 8	33.33	33.33	46.15	61.11	55.56	46.15	5.56	11.11	7.69
All Grades	43.53	40.48	38.16	45.88	41.67	51.32	10.59	17.86	10.53

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 3	17.65	33.33	33.33	58.82	50.00	60.00	23.53	16.67	6.67
Grade 4	*	11.76	*	*	76.47	*	*	11.76	*
Grade 5	36.36	*	25.00	63.64	*	68.75	0.00	*	6.25
Grade 6	46.67	*	45.45	53.33	*	45.45	0.00	*	9.09
Grade 7	26.67	35.29	37.50	66.67	52.94	56.25	6.67	11.76	6.25
Grade 8	16.67	33.33	61.54	83.33	66.67	30.77	0.00	0.00	7.69
All Grades	29.41	28.57	38.16	63.53	61.90	55.26	7.06	9.52	6.58

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 3	17.65	0.00	21.43	58.82	91.67	71.43	23.53	8.33	7.14
Grade 4	*	23.53	*	*	58.82	*	*	17.65	*
Grade 5	45.45	*	31.25	36.36	*	56.25	18.18	*	12.50
Grade 6	40.00	*	54.55	60.00	*	36.36	0.00	*	9.09
Grade 7	53.33	70.59	62.50	46.67	29.41	37.50	0.00	0.00	0.00
Grade 8	33.33	44.44	53.85	61.11	50.00	38.46	5.56	5.56	7.69
All Grades	40.00	46.43	45.33	51.76	46.43	48.00	8.24	7.14	6.67

Conclusions based on this data:

1. CAASPP ELA data analysis is included in Goal #1.
2. Looking at the 18-19 CAASPP ELA Data, SMASH students do better as they get older. Students moves from 64% of 3rd graders meeting/above standard to 84% of 8th graders meeting/above standard.

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 3	25	26	22	17	12	14	17	11	14	68	46.2	63.6
Grade 4	*	25	26	*	18	7	*	18	7		72	26.9
Grade 5	26	*	24	11	*	16	11	*	16	42.3		66.7
Grade 6	29	*	30	14	*	11	14	*	11	48.3		36.7
Grade 7	28	28	26	15	17	16	15	17	16	53.6	60.7	61.5
Grade 8	28	25	26	17	18	12	17	18	12	60.7	72	46.2
All Grades	161	156	154	83	85	76	83	84	76	51.6	54.5	49.4

* 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 3	2424.	2399.	2447.	17.65	0.00	21.43	23.53	18.18	28.57	41.18	54.55	35.71	17.65	27.27	14.29
Grade 4	*	2459.	*	*	11.11	*	*	27.78	*	*	33.33	*	*	27.78	*
Grade 5	2553.	*	2540.	45.45	*	37.50	27.27	*	18.75	18.18	*	25.00	9.09	*	18.75
Grade 6	2584.	*	2585.	28.57	*	72.73	50.00	*	0.00	14.29	*	9.09	7.14	*	18.18
Grade 7	2661.	2603.	2677.	66.67	29.41	75.00	20.00	47.06	12.50	13.33	11.76	12.50	0.00	11.76	0.00
Grade 8	2650.	2654.	2664.	52.94	55.56	66.67	41.18	5.56	16.67	0.00	33.33	0.00	5.88	5.56	16.67
All Grades	N/A	N/A	N/A	39.76	36.90	48.68	36.14	23.81	17.11	15.66	25.00	21.05	8.43	14.29	13.16

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 3	23.53	0.00	35.71	35.29	45.45	28.57	41.18	54.55	35.71
Grade 4	*	22.22	*	*	33.33	*	*	44.44	*
Grade 5	36.36	*	31.25	45.45	*	43.75	18.18	*	25.00
Grade 6	35.71	*	72.73	57.14	*	9.09	7.14	*	18.18
Grade 7	73.33	52.94	81.25	26.67	35.29	18.75	0.00	11.76	0.00
Grade 8	52.94	55.56	66.67	41.18	33.33	16.67	5.88	11.11	16.67
All Grades	46.99	44.05	51.32	38.55	33.33	26.32	14.46	22.62	22.37

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 3	35.29	18.18	21.43	52.94	54.55	64.29	11.76	27.27	14.29
Grade 4	*	16.67	*	*	72.22	*	*	11.11	*
Grade 5	54.55	*	31.25	36.36	*	43.75	9.09	*	25.00
Grade 6	35.71	*	63.64	57.14	*	9.09	7.14	*	27.27
Grade 7	60.00	58.82	87.50	40.00	29.41	12.50	0.00	11.76	0.00
Grade 8	58.82	55.56	66.67	35.29	38.89	16.67	5.88	5.56	16.67
All Grades	49.40	46.43	48.68	43.37	41.67	36.84	7.23	11.90	14.47

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 3	17.65	9.09	21.43	52.94	54.55	57.14	29.41	36.36	21.43
Grade 4	*	22.22	*	*	50.00	*	*	27.78	*
Grade 5	54.55	*	43.75	27.27	*	31.25	18.18	*	25.00
Grade 6	42.86	*	54.55	50.00	*	18.18	7.14	*	27.27
Grade 7	66.67	35.29	56.25	33.33	47.06	43.75	0.00	17.65	0.00
Grade 8	64.71	50.00	66.67	29.41	44.44	33.33	5.88	5.56	0.00
All Grades	45.78	35.71	44.74	42.17	48.81	38.16	12.05	15.48	17.11

Conclusions based on this data:

1. CAASPP Math data analysis is included in Goal #1.

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 2	*		*		*		*	
Grade 3	*		*		*		*	
All Grades							*	

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.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
224	9.4%	2.7%	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	2.7%
Homeless	2	0.9%
Socioeconomically Disadvantaged	21	9.4%
Students with Disabilities	43	19.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	4.9%
Asian	4	1.8%
Filipino	1	0.4%
Hispanic	42	18.8%
Two or More Races	45	20.1%
White	121	54.0%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

- 1.

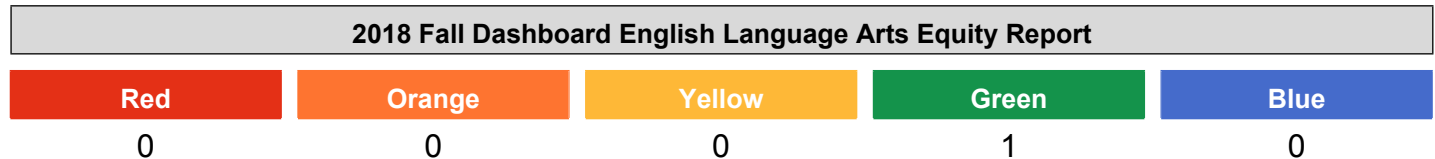
School and Student Performance Data

Academic Performance English Language Arts







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.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 38.3 points above standard Increased 6.6 points 84 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Students with Disabilities  No Performance Color 17.1 points below standard Increased 7.8 points 19 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0.1 points below standard Declined -8.3 points 14 students	Two or More Races  No Performance Color 51.6 points above standard Increased 17 points 18 students	Pacific Islander  No Performance Color 0 Students	White  Green 44.9 points above standard Increased 13.1 points 46 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 2 students	English Only 41.3 points above standard Increased 8.4 points 77 students
--	--	--

Conclusions based on this data:

1.

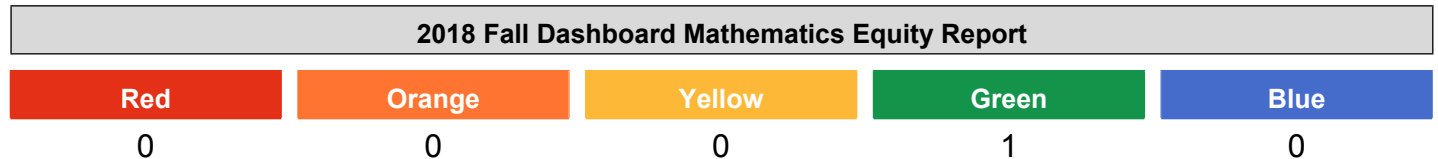
School and Student Performance Data

Academic Performance Mathematics







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.



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 15.5 points above standard Declined -15 points 84 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Students with Disabilities  No Performance Color 47.4 points below standard 19 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 46.5 points below standard Declined -25.5 points 14 students	Two or More Races  No Performance Color 38.1 points above standard Maintained 0.2 points 18 students	Pacific Islander  No Performance Color 0 Students	White  Green 25.7 points above standard Declined -14.4 points 46 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 2 students	English Only 15.9 points above standard Declined -16.6 points 77 students
--	--	---

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

Conclusions based on this data:

1.

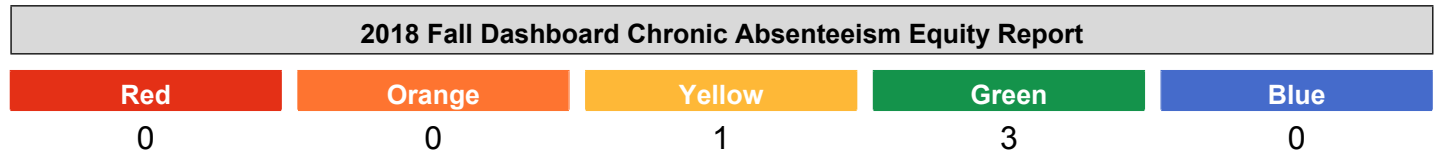
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 6.6% chronically absent Declined 4.2% 226 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  No Performance Color 19.2% chronically absent Declined 25.2% 26 students	Students with Disabilities  Yellow 14% chronically absent Declined 8.2% 50 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 9.1% chronically absent 11 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Green 9.5% chronically absent Declined 2.7% 42 students	Two or More Races  Green 4.3% chronically absent Declined 0.5% 46 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Green 6.6% chronically absent Declined 5.3% 122 students

Conclusions based on this data:

- Attendance conferences for chronically absent students need to include both the Principal and the STEP counselor.

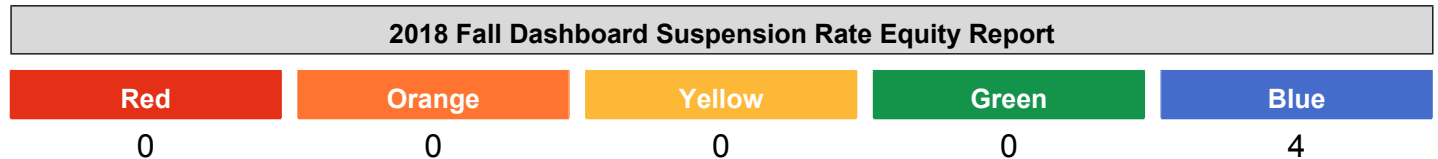
School and Student Performance Data

Conditions & Climate Suspension Rate







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.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least once Maintained 0% 230 students	English Learners  No Performance Color Less than 11 Students - Data Not 6 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 2 students	Socioeconomically Disadvantaged  No Performance Color 0% suspended at least once Maintained 0% 27 students	Students with Disabilities  Blue 0% suspended at least once Maintained 0% 52 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once 11 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data 4 students	Filipino  No Performance Color Less than 11 Students - Data 1 students
Hispanic  Blue 0% suspended at least once Maintained 0% 44 students	Two or More Races  Blue 0% suspended at least once Maintained 0% 46 students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least once Maintained 0% 124 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0% suspended at least once	0% suspended at least once

Conclusions based on this data:

1.

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

All graduates are socially just and ready for college and careers.

LCAP Goal 3.1 Increase the percent of parents who were "satisfied" or "very satisfied" with the quality of their children's education to 95%

LCAP Goal 6.1 The difference between the suspension rates and enrollment rates will not exceed 2% by 2019-20.

Goal 1

All K-8 students will increase their use of productive, persuasive oral and written communication within student shares/ exhibitions (formal and informal)

Identified Need

SLT (SMASH Site Leadership Team consists of Core 1, Core 2, Core 3, Core 4 and Special Ed teachers) determined that students need further support with oral presentation skills, reasoning, justification, evidence, connections, content knowledge, research citations, building upon the ideas of others, clarity/readability to the audience, and use of clear and coherent/precise academic language. Most subgroups are small so we are able to look at individual student needs and address these through the SST and literacy intervention referral process. The one significant subgroup is for students in special education. The literacy focus and use of small group instruction listed above matches their needs. In math, there is added value over the years as students remain in our school. Their math scores are lower than the District average in 3/4 grade but grow higher as students enter middle school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA for 3-8 grade results increase by 2% in meeting and being above standard with reading, writing, listening and research/inquiry.	Looking at the 18-19 CAASPP ELA Data, SMASH students do better as they get older. Students moves from 64% of 3rd graders meeting/above standard to 84% of 8th graders meeting/above standard.	Increase by 2% those 3-8th graders meeting/above standard on ELA CAASPP

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)

6-7-8 grade students

Strategy/Activity

Student's minds are enhanced by learning to read music and by playing an instrument. SMASH will provide middle school orchestra instruction to match the band and choir instruction already provided through SMMUSD.

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)

8000

Source(s)

Stretch Grant (Ed Foundation)
None Specified
All three groups will receive 3 hours of instruction total per week.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

6-7-8 grade students

Strategy/Activity

Mock Trial facilitated by Special Education Teacher and SMASH parents from careers applying within judicial system (prosecution and defense). Curriculum challenges students to write out and present their arguments in a trial setting.

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)

0

Source(s)

Other
None Specified
PTSA Funded materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

3-4-5-6-7-8 grade students

Strategy/Activity

SAI Collaborative model: teacher to support writing workshops

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	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

5-6-7-8 grade students

Strategy/Activity

STEP Collaborative model: Paras and teacher to support upper grade writing workshops

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	None Specified STEP = structured therapeutic education program for students with school refusal and anxiety

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3-8 grade students

Strategy/Activity

SMMUSD Director of Assessments and SMASH Principal review CAASPP math and ELA results together. Results then reviewed with SMASH staff, PTSA and Site Council.

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	None Specified

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Conduct mini Learning Walks during Exhibitions.
24 Substitutes *\$169 = \$4,056 LCAP monies

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)

0

Source(s)

Other
None Specified

0

Other

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Monthly Literacy Meetings. Looking at student writing pieces at 4 of the 10 Literacy Coach-PLC meetings

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Staff Productive Communication coach to improve our own skills and enhance our teaching techniques \$2300 LCAP monies

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Design integrated units (Dramatic Arts-Reading Workshop-Writing Workshop or Visual Arts-STEAM projects) with artists in residence and classroom teachers SMMEF Stretch grant for 6th-7th-8th graders SMMEF PS Arts is providing the matching visual arts and drama instruction for K-5 students

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)

2875

Source(s)

Stretch Grant (Ed Foundation)
None Specified

2200

Stretch Grant (Ed Foundation)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Integrated Arts Coordinator (75 hrs * \$50 *.1275) \$4339 Formula

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)

4339

Source(s)

Site Formula Funds
None Specified

0

Other

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

All k-8 students

Strategy/Activity

Subs for Narrative Writing and Family Conferences (4 days * \$169 per day * 12 teachers)

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)

8200

Source(s)

Site Formula Funds
None Specified**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

All k-8 students

Strategy/Activity

Purchase of new school library books
(PTSA also sponsors \$2,500 worth of new book purchases)**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)
690	Site Formula Funds None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Autry Museum curators deliver Friday banked time professional development sessions to all certificated and classified instruction staff around 8 exhibition elements co-selected by museum educators and SMASH teachers (student research, making installation labels, photojournalism...). The Autry Museum is partnering with SMASH for free for the second year in a row.

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	Other None Specified
0	Other

Strategy/Activity 14

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)
0	Other None Specified
0	Other

Strategy/Activity 15

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)

0

Source(s)

Other
None Specified

Strategy/Activity 16

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)

0

Source(s)

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2018-19

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.

CAASPP writing claims as well as SMASH Certificated and Classified staff reflections confirm that the productive communication skills taught by the consultant to the adults translated into effective classroom lessons where students used those skills in whole group conversations as well as in written pieces.

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

The 18-19 activities and budget expenditures were implemented as planned.

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.

In 18-19, staff looked at student demonstration of productive communication skills within written pieces. In 19-20, staff will be looking for these skills to transfer within the Project Based Learning Exhibitions which include multiple modalities with multiple audiences. SLT members will conduct mini Learning Walks during Exhibitions in order to capture this data.

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

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

LCAP Goal 2.1 All teachers in grades K-12 are implementing the new California Standards: ELA, Math, Next Generation Science. (As measured by the percentage of district curriculum guides that are aligned to new standards in ELA, Math and Science)

LCAP Goal 4.1 and 4.2 Increase the percentage of students in grades 3 through 8 and grade 11 who are classified at Standard Met or Standard Exceeded on the CAASPP ELA tests. Spring 2015 CAASPP is baseline data.

Goal 2

Increasing Student Achievement in Reading K-8 through the Teachers College Workshop model with differentiated small group instruction (Close Reading, systematic phonics instruction, word work, Academic Vocabulary, Guided Reading)

Identified Need

3% of SMASH students qualify as ELL. 25% of SMASH students have IEPs, many of whom have speech and reading/writing related goals.

Culturally and linguistically and learning diverse students will receive writing conferences with teachers to frontload Writing Workshop teaching points and offer additional personalized writing instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC written language score increases for SMASH students eligible for this test by one level	Look at individual reports due to small number of test takers	Look at individual reports due to small number of test takers

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 K-8 students

Strategy/Activity

100% of SMASH teachers have ELL authorization/CLAD credential

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)

Other
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Identified K-8 students

Strategy/Activity

Teachers with ELL students will receive a training on the ELPAC so they can better prepare students for this high stakes test

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

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Identified K-8 students

Strategy/Activity

Culturally and linguistically diverse students will receive writing conferences with teachers to frontload Writing Workshop teaching points and offer additional personalized writing instruction

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)

Other
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Identified K-8 students

Strategy/Activity

Classroom teachers meet with the Literacy and Language Interventionist (LLI) quarterly to review student progress and make instructional adjustments

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Identified 1-5 grade students

Strategy/Activity

Students who qualify receive pull out services with the LLI

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)

Other
None Specified

Strategy/Activity 6

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)

0

Source(s)

Other
None Specified

Strategy/Activity 7

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)

Other

Other

Other

Annual Review

SPSA Year Reviewed: 2018-19

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.

Students are making progress. One way this is monitored is by watching to make sure designated students are not in danger of becoming or becoming LTELs currently at SMASH. Classification metrics are monitored (Fastbridge, Interim ELA performance, classroom performance)

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

The implementation happened as planned. The expenditures for this goal also related to goal #1 so expenditures happened as planned.

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.

K-8 teachers at SMASH are trained in and use the Teachers College Reading and Writing Workshop models so this activities to support the ELL students and Students with IEPS with language and reading/writing related goals is still appropriate.

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

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

Enhance the positive learning focus by decreasing verbal teasing or exclusion on the yard and increasing parent knowledge of how to support their learners

Identified Need

The SMASH Community will benefit from expansion of the 2014-15 and 2015-16 focus on growing student and adult [parent and staff] mindfulness skills (emotional self-regulation, focus & attention, clear communication, risk resiliency) to share common tools/practices/language at home and at school. This increasing alignment between school and home environments creates positive academic learning focus, reduction of anxiety, and strong communication in peer-pressured situations. This enhances our healthy school culture and increases effective collaboration with parents and additional staff members to address social-emotional concerns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
school climate and engagement survey data/students and parents about knowing how to support or are supported in learning activities (these data points are listed as part of the comprehensive needs assessment)	baseline is in 77-83% range but this is a relative weakness compared to other smash survey data	increase by 2% students and parents who say they are fully informed about how to support and,or are engaged in school based learning activities

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 K-8 students

Strategy/Activity

10 weeks of Mindfulness lessons in student advisory meetings facilitated by trained Mindfulness counselors and classroom teachers (Walking and music meditations, mindful breathing and other self regulation techniques)

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)

4800

Source(s)

Site Formula Funds
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

3-8 grade students for Olweus, 6-8 grade students for school climate

Strategy/Activity

Administer and then Review Department of Mental Health Olweus survey results and SMMUSD School Climate survey results.

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Promote participation in the SMMUSD Parent Climate/Parent Engagement on-line surveys. Review the parent survey results with PTSA and Site Council to further promote participation in the survey.

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

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Practice the social contract and logical consequences with students during Morning Meetings to clarify the proactive (social curriculum) and reactive (logical consequences) implemented across the K-8 continuum. As Responsive Classroom says, "To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control."

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Practice staff agreements and hold reflective conversations during whole staff banked time about how we use the Professional Learning Community (PLC) model to develop best practices around classroom and school-wide student academic and pro-social engagement. As Responsive Classroom says, "How we, the adults at school, work together is as important as our individual competence. Lasting change begins with the adult community."

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

4 individual students and 3 students at a time in small group counseling

Strategy/Activity

Provide individual student counseling regarding peer pressure, lack of social cueing, competitive nature, and family changes to students. Provide small group counseling to 5 students at a time for 10 week sessions.

Ed Services provides the one day a week Women's Clinic counseling intern supervised by Coordinator of Mental Health Shuli Lotan

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

K-1-2 students and then these students grow up through our K-8 continuum with these skills

Strategy/Activity

Superflex social skills curriculum K-2 (School Psychologist pushed in with classroom teachers who now implement it on their own)

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

Anonymous students who reported exclusion and verbal teasing on the yard via the Olweus anti-bullying survey

Strategy/Activity

Safety Team Olweus refresher training November 15, 2019. Key yard supervisors from the Little and Big Yards will attend

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Continue strategic yard supervision. Yard supervisors communicate with Principal during monthly meetings where Upstander observations as well as patterns of concern for specific students are reviewed

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All K-8 students

Strategy/Activity

Peer Mediators as peacekeepers and those who facilitate problem solving circles based on student request for their support.

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)

0

Source(s)

Other

None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students of working parents who are not able to attend school day share events in person

Strategy/Activity

Per the feedback from the Parent Engagement Toolkit Activities, coordinate a parent buddy who will use a method to live stream (Facetime or other video conference method) during student exhibitions and presentations of learning that occur during school hours

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 12

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)

Other
None Specified

Strategy/Activity 13

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)

Other
None Specified

Strategy/Activity 14

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)

0

Source(s)

Other
None Specified

Strategy/Activity 15

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)

0

Source(s)

Other
None Specified

Strategy/Activity 16

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 17

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)

Other
None Specified

Other
None Specified

Strategy/Activity 18

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)

0

Source(s)

None Specified
None Specified

Other
None Specified

Strategy/Activity 19

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 20

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)

0

Source(s)

None Specified
None Specified

Other
None Specified

Annual Review

SPSA Year Reviewed: 2018-19

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.

More than 1/3 of middle school students went through 10 weeks of Peer Mediation training and office referrals have decreased since that began. Parents have requested video examples of the mindfulness lessons students are receiving in class. This indicates respect for the tools learned at school and interest in more school-home alignment in language and emotional regulation strategies.

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

Expenditures and activities were implemented as planned.

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.

Videos of school based mindfulness lessons will be emailed home per parent request. SMASH has done 5 of the Parent Engagement Tool Kit lessons, so it's possible additional action steps will be agreed upon later this school year as we complete that tool kit.

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	\$31,104.00

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 (\$)
------------------	-----------------

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

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
None Specified	\$0.00
Other	\$0.00
Site Formula Funds	\$18,029.00
Stretch Grant (Ed Foundation)	\$13,075.00

Subtotal of state or local funds included for this school: \$31,104.00

Total of federal, state, and/or local funds for this school: \$31,104.00

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

Name of Members	Role
Christian Carter	Classroom Teacher
Anne Serapiglia	Classroom Teacher
Jennifer Gardner	Classroom Teacher
Chrysta Powell	Classroom Teacher
Ania Kubicz Preis	Other School Staff
Jessica Rishe	Principal
Arati Desai	Parent or Community Member
Therese Kelly	Parent or Community Member
Gene Klein	Parent or Community Member
Mira Wagabaza	Secondary Student
Maya Gillerman	Secondary Student
Nico Lombard	Secondary Student

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

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

Other: Parent Engagement Subcommittee and PTSA

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 10.2.19.

Attested:

Jessica Rishe
Arati Desai

Principal, Jessica Rishe on 11.6.19

SSC Chairperson, Arati Desai on 11.6.19

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix 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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