School Year: **2020-21**

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
Walden Academy	11101160124909		

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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.

To develop the school plan, we had to better understand our school's needs. We first analyzed data from The California School Dashboard and the student subgroups. The FIA (Fidelity Integrity Assessment survey) allowed us to dig deeper and analyze our school site community and current implementation of school wide practices. It was instrumental in helping us clearly identify resource inequities, root causes, weaknesses and strengths. The SAEBRS (Student Academic Emotional Behavior Rating Scale) supported a deeper understanding of our student population and where their needs meshed with the areas we most need to target. Stakeholder surveys were instrumental in viewing the parents and staff perspective of needs and strengths and a staff needs assessment further illuminated the areas of resource inequities, strengths and weaknesses.

The California School Dashboard indicates the performance level in Suspension as orange. Looking deeper, the subgroup Socioeconomically Disadvantaged group is red, Hispanic is orange and White is yellow. The Chronic Absenteeism overall level is orange and a deeper look indicates Socioeconomically Disadvantaged is red and Hispanic and White students are at the orange level. In Academic Performance, school falls in the orange tier with Socioeconomically Disadvantaged students in the red and Hispanic and White students in orange. In mathematics, all students are at the orange tier as are all student subgroups. These data points contributed to our school's Comprehensive Support and Improvement (CSI) designation for the 2019-20 school year. The plan addresses the need to improve in the following areas: academic achievement in English/Language Arts and Math (goals 1 and 2), reduction in Suspensions (goal 3), and reduction in Chronic Absenteeism and increased attendance (goal 4). The school plan is aligned to goals of the Walden Academy LCAP and CSI plan.

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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).

Walden Academy surveys all stakeholders multiple times each school year as required by our charter. Stakeholder surveys gather information including but not limited to the state priorities included in the Local Control and Accountability Plan: conditions of learning, stakeholder engagement, and student achievement. Survey results indicate a high level of satisfaction by families. Surveys of students and staff indicate similar results. Walden Academy uses the results of surveys in writing yearly staff and school goals, and to inform academic and socioemotional processes.

Most recent school year:

Social, Academic, Emotional, Behavior Risk Survey (SAEBRS) completed for each student to identify individual and group strengths and needs.

Fidelity Integrity Assessment (FIA) was administered to clearly identify resource inequities, root causes, weaknesses and strengths. It supports further development of our Multi-Tier System of Supports (MTSS).

Distance learning needs assessment and reflection tool of the teaching staff. It asked them to reflect on the current year distance learning and next year's distance learning, if we went back into distance learning at any other time in the coming year. We gathered data on the type of interaction, live or asynchronous interaction, the number of interactions on a weekly basis, the degree of parent technical support needed, what was most successful, least successful, trainings needed, and what is necessary to include or add in for the future.

May of 2020, parent survey on distance learning seeking recommendations for future distance learning and preferences regarding the start of the next school year. At that time, 53% stated they were comfortable with returning to a traditional school day.

July 2020, COVID-19 School Survey asked families more detailed information about computer device access, internet availability, child care needs, and days students have adult support available.

Monthly board meetings open to the public and accessible through Zoom.

Employee stakeholder meetings were held on June 10, June 24 and July 13th to begin preparing for both distance learning and in-person learning.

July 20th, employee stakeholders met to pivot from planning for in-person instruction to distance learning after Gov. Newsom's announcement about distance learning in counties on the watch list.

July 27th, employee stakeholders met to finalize the outline of the distance learning structure.

Classroom Observations

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

Walden Academy school director makes multiple informal walk-through observations to assess classroom culture, implementation of Responsive Classroom components, and teacher and support staff effectiveness. Each year, all teachers are formally observed and assessed. Surveys are sent home yearly for families to rate their child and family experience with the classroom teacher.

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)

Walden Academy utilizes state and local assessments data for analysis. Teachers have a variety of assessments to monitor student achievement in their classrooms. Each year, students are assessed in grades TK-8 by DRA (Developmental Reading Assessment) which evaluates reading fluency, accuracy and comprehension.

In addition, we progress monitor using the online assessment tool I-Ready to assess math and English/Language Arts and assign further instruction based on student needs. Weekly progress monitoring of students receiving interventions during Me Time. Students in grades TK-3 are also assessed using the BPST and Spelling Inventory. In addition, teachers use assessments provided by the curriculum in mathematics, English/Language Arts, science and social studies to gauge student growth. The CAASPP is given to students in grades 3-8 which assesses achievement in English/Language Arts and mathematics. English learners are assessed yearly by ELPAC to track growth toward reclassification.

Me Time was developed to address student needs in English/Language Arts first and math the following year. We designed the program to meet the needs of all our students, not just those that struggle academically. Students below grade level were placed in leveled academic groupings for evidence-based interventions in ELA. Progress monitoring is done every Friday and data analyzed each Wednesday. Once a student reached their goal they are moved to the next level. Students at or above grade level were offered instruction and enrichment.

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

Teachers and staff utilize the results from curriculum aligned assessments to track the growth and needs of their students and to inform and align their instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Walden Academy teachers are fully credentialed by the State of California. At this time, we have 5 teachers completing their final year of induction.

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

All teachers at Walden receive training upon the adoption of new curriculum. The most recent being from Benchmark Advance. When able, we include our classroom aide staff in curriculum training. Our staff attend trainings of their choice through the Glenn County Office of Education, other local offices of education, and other areas of their choice. We provide a full week of professional development before the school year begins for all teachers. During part of that time, classroom aides attend the same training so our support staff is well trained and able to support all our students. During the past 8 months, most professional development centered around technology and distance learning.

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

At least twice each month, teachers attend collaboration time where our staff participates in professional development tailored to the needs of the staff, student needs, and aligned to content standards. We build in early release days into the school calendar on Wednesday afternoons. The focus this year has been on the standardization of assessment practices, best teaching practices, and Common Core State Standards.

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

The Glenn County Office of Education provides training for teachers in content standards, best practices, and various curriculum.

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

Due to our size, Walden Academy has 1 teacher per grade except in kindergarten and 1st grade, so our teachers do not have the opportunity to collaborate with other grade level teachers. We do vertical alignment planning from grades TK-8th and then separate into grade band bods, K-2, 3-5, 6-8 for additional vertical alignment planning. Teachers are able to collaborate with teachers in like grades at other professional development events.

Teaching and Learning

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

The curriculum, instruction and materials are aligned to the content and performance standards.

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

Walden Academy's school day exceeds the state requirements. The additional minutes are for longer reading/language arts and mathematics blocks as well as providing students additional time for a well-rounded education.

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

Teaching staff have developed pacing schedules that allow all areas of the framework to be covered. Daily, we have Me Time for all students. Those needing ELA interventions receive them during the whole school learning block and in small groups in the classroom.

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

All students have access to the latest state approved instructional material in English/Language Arts and mathematics.   Our science curriculum, FOSS, is being updated as we go with Next Generation Science Standards. Additional material and curriculum is purchased to support varied learning styles and abilities.

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 student have access to the core curriculum and SBE-adopted and standards aligned instructional material. We use intervention material from the curriculum, I-Ready, Read Naturally, SIPPS, and other evidence-based practices.

Opportunity and Equal Educational Access

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

*Differentiated instruction within the classroom
*Evidence-based instructional practices
*Targeted instructional material from evidence-based resources
*Me Time intervention block
*English Language Development small group instruction daily
*MTSS
*Instructional aides in every classroom
*Low adult to student ratio
*Small group and individual instruction
*Intervention coordinators
*Intervention room for pull out, small group instruction and computer based programs
*Weekly intervention sessions after school in reading and mathematics
*Afterschool homework club
*Coordination of classroom, support services and home through the SST process
*DRA assessments 2-3 times yearly
*Other curriculum assessments
*Parent volunteers support students individually and in small group instruction
*Responsive Classroom
*I-Ready
*Trauma informed practices
*Mind Up

Evidence-based educational practices to raise student achievement

Interventions offered through adopted curriculum, Read Naturally, I-Ready, SIPPS and Results have been successful in helping students bridge the performance gap, meet the academic content standards, make progress toward English language fluency. Other evidence-based practices through What Works Clearinghouse and Florida Center for Reading Research.

Parental Engagement

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

Walden Academy receives support from Glenn County Office of Education with library and media support, special education, health, and psychologist services. We support trauma informed best practices on campus. We partner with the local library and museum. Students take advantage of myriad learning opportunities off campus through our robust field trip program. We have a well-developed science program and curriculum and believe a hands-on, experiential based program yields the greatest learning. We have our own science fair each year and are supported by many entities from the community in this endeavour. Our very supportive Parent-Teacher Club is dedicated to providing our students a number of positive learning events, field trip support and funding for additional programs.

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)

Parents, school staff and credentialed teachers provide input to help formulate and evaluate the categorical programs at Walden Academy.

Funding

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

Title Funds, Supplemental, and CSI Funds used to increase services:
Instructional Assistants for targeted interventions and small group instruction
Bilingual Instructional Assistants and other bilingual staff members hired
Additional staff members hired for targeted interventions, Me Time, and homework assistance
School based counselor on staff
Additional teaching staff member to give teachers release time for lesson study
Increase in time for School Psychologist
Additional instructional curriculum purchased

Fiscal support (EPC)

Fiscal support is available dependent upon funding.

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

Walden Academy surveys all stakeholders 2-3 times yearly as required by our charter. Stakeholder surveys gather information including but not limited to the state priorities included in the Local Control and Accountability Plan: conditions of learning, stakeholder engagement, and student achievement. Survey results are used to guide the development of goals to address areas of need and the allocation of resources.
Survey focus was greatly changed this year due to COVID 19.

Social, Academic, Emotional, Behavior Risk Survey (SAEBRS) completed for each student to identify individual and group strengths and needs.

Fidelity Integrity Assessment (FIA) was administered to clearly identify resource inequities, root causes, weaknesses and strengths. It supports further development of our Multi-Tier System of Supports (MTSS).

Distance learning needs assessment and reflection tool of the teaching staff. It asked them to reflect on the current year distance learning and next year's distance learning, if we went back into distance learning at any other time in the coming year. We gathered data on the type of interaction, live or asynchronous interaction, the number of interactions on a weekly basis, the degree of parent technical support needed, what was most successful, least successful, trainings needed, and what is necessary to include or add in for the future.

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July 2020, COVID-19 School Survey asked families more detailed information about computer device access, internet availability, child care needs, and days students have adult support available.

Monthly board meetings open to the public and accessible through Zoom.

School Site Council meetings attempted but unable to meet due to scheduling conflicts and COVID 19.

Employee stakeholder meetings were held on June 10, June 24 and July 13th to begin preparing for both distance learning and in-person learning.

July 20th, employee stakeholders met to pivot from planning for in-person instruction to distance learning after Gov. Newsom's announcement about distance learning in counties on the watch list.

July 27th, employee stakeholders met to finalize the outline of the distance learning structure.

Resource Inequities

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

Through data and analysis of the Fidelity Integrity Assessment (FIA) and needs assessments performed by staff and parents, we determined the following are the greatest needs:
Lack of computers to support students in distance learning, seat-based and independent study
Need for more evidence-based interventions
Stronger home-school communication
Lack of staff to provide release time for teachers to participate in coaching and lesson study
Data analysis coordinator
Intervention coordinators for grades 1-2 and 3-8
Standardization of behavior expectations
More staff trained in Responsive Classroom
Standardization of assessment protocol
English learner vocabulary instruction

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	2.73%	2.49%		5	5
African American	%	0.55%	0.5%		1	1
Asian	%	%	1.99%			4
Filipino	%	1.09%	0.5%		2	1
Hispanic/Latino	%	35.52%	34.33%		65	69
Pacific Islander	%	%	0%			0
White	%	53.01%	47.76%		97	96
Two or More Responses	%	%	8.46%			8
Not Reported	%	3.28%	3.98%		6	17
			Total Enrollment		183	201

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		41	35
Grade 1		23	29
Grade 2		21	25
Grade3		23	21
Grade 4		24	24
Grade 5		22	22
Grade 6		10	18
Grade 7		8	11
Grade 8		11	16
Total Enrollment		183	201

Conclusions based on this data:

1. White students are the largest demographic.

2. Hispanic students are the 2nd largest demographic.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners		24	16		13.1%	8.0%
Fluent English Proficient (FEP)		16	32		8.7%	15.9%
Reclassified Fluent English Proficient (RFEP)		0	7		0.0%	29.2%

Conclusions based on this data:

1. RFEP numbers increased in 19-20.

2. FEP numbers increased in 19-20.

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	23	25	24	22	23	24	22	23	24	95.7	92	100
Grade 4	17	21	24	17	20	23	17	20	23	100	95.2	95.8
Grade 5	21	21	24	21	20	23	21	20	23	100	95.2	95.8
Grade 6	17	*	10	17	*	10	17	*	10	100		100
Grade 7	*	11	11	*	11	11	*	11	11		100	100
Grade 8	*	*	10	*	*	10	*	*	10			100
All	87	93	103	85	89	101	85	89	101	97.7	95.7	98.1

* 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	2384.	2409.	2365.	9.09	13.04	4.17	22.73	26.09	16.67	36.36	39.13	29.17	31.82	21.74	50.00
Grade 4	2460.	2440.	2436.	29.41	5.00	8.70	11.76	25.00	13.04	29.41	25.00	52.17	29.41	45.00	26.09
Grade 5	2514.	2510.	2440.	23.81	15.00	8.70	23.81	30.00	17.39	38.10	40.00	26.09	14.29	15.00	47.83
Grade 6	2508.	*	*	17.65	*	*	17.65	*	*	41.18	*	*	23.53	*	*
Grade 7	*	2540.	2500.	*	18.18	0.00	*	36.36	9.09	*	9.09	54.55	*	36.36	36.36
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	17.65	12.36	4.95	22.35	28.09	17.82	35.29	32.58	38.61	24.71	26.97	38.61

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	4.55	8.70	12.50	45.45	47.83	33.33	50.00	43.48	54.17
Grade 4	23.53	5.00	8.70	52.94	70.00	56.52	23.53	25.00	34.78
Grade 5	38.10	20.00	13.04	42.86	70.00	34.78	19.05	10.00	52.17
Grade 6	17.65	*	*	47.06	*	*	35.29	*	*
Grade 7	*	27.27	0.00	*	27.27	27.27	*	45.45	72.73
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	22.35	15.73	7.92	45.88	52.81	42.57	31.76	31.46	49.50

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	9.09	8.70	4.17	59.09	60.87	45.83	31.82	30.43	50.00
Grade 4	17.65	5.00	4.35	58.82	60.00	73.91	23.53	35.00	21.74
Grade 5	28.57	30.00	4.35	42.86	35.00	47.83	28.57	35.00	47.83
Grade 6	17.65	*	*	52.94	*	*	29.41	*	*
Grade 7	*	36.36	0.00	*	45.45	81.82	*	18.18	18.18
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	17.65	19.10	4.95	54.12	50.56	57.43	28.24	30.34	37.62

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	13.64	17.39	4.17	63.64	78.26	70.83	22.73	4.35	25.00
Grade 4	0.00	15.00	4.35	82.35	75.00	73.91	17.65	10.00	21.74
Grade 5	14.29	15.00	17.39	76.19	75.00	43.48	9.52	10.00	39.13
Grade 6	11.76	*	*	52.94	*	*	35.29	*	*
Grade 7	*	9.09	18.18	*	72.73	63.64	*	18.18	18.18
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	11.76	13.48	8.91	67.06	76.40	63.37	21.18	10.11	27.72

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	18.18	17.39	0.00	40.91	60.87	54.17	40.91	21.74	45.83
Grade 4	29.41	5.00	8.70	35.29	60.00	47.83	35.29	35.00	43.48
Grade 5	28.57	25.00	4.35	57.14	45.00	52.17	14.29	30.00	43.48
Grade 6	23.53	*	*	41.18	*	*	35.29	*	*
Grade 7	*	18.18	9.09	*	54.55	63.64	*	27.27	27.27
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	22.35	20.22	6.93	48.24	52.81	53.47	29.41	26.97	39.60

Conclusions based on this data:

1. The data indicates that overall our scores have dropped significantly in students that meet or exceed standards.

School and Student Performance Data

CAASPP Results
Mathematics (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	23	25	24	22	23	24	22	23	24	95.7	92	100
Grade 4	17	21	24	17	20	23	17	20	23	100	95.2	95.8
Grade 5	21	21	24	21	20	23	21	20	23	100	95.2	95.8
Grade 6	17	*	10	17	*	10	17	*	10	100		100
Grade 7	*	11	11	*	11	11	*	11	11		100	100
Grade 8	*	*	10	*	*	10	*	*	10			100
All	87	93	103	84	89	101	84	89	101	96.6	95.7	98.1

Overall Participation for All Students

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

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	2372.	2401.	2396.	0.00	4.35	0.00	22.73	26.09	25.00	27.27	39.13	37.50	50.00	30.43	37.50
Grade 4	2466.	2437.	2439.	11.76	5.00	4.35	23.53	25.00	17.39	47.06	40.00	39.13	17.65	30.00	39.13
Grade 5	2537.	2485.	2451.	23.81	10.00	4.35	19.05	35.00	8.70	52.38	25.00	34.78	4.76	30.00	52.17
Grade 6	2505.	*	*	17.65	*	*	17.65	*	*	17.65	*	*	47.06	*	*
Grade 7	*	2492.	2494.	*	27.27	9.09	*	9.09	9.09	*	9.09	36.36	*	54.55	45.45
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	11.90	10.11	3.96	21.43	23.60	14.85	36.90	30.34	37.62	29.76	35.96	43.56

Overall Achievement for All Students

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	4.55	17.39	4.17	31.82	39.13	54.17	63.64	43.48	41.67
Grade 4	11.76	20.00	13.04	52.94	35.00	17.39	35.29	45.00	69.57
Grade 5	28.57	15.00	8.70	52.38	40.00	26.09	19.05	45.00	65.22
Grade 6	23.53	*	*	23.53	*	*	52.94	*	*
Grade 7	*	27.27	9.09	*	18.18	36.36	*	54.55	54.55
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	16.67	17.98	6.93	39.29	35.96	35.64	44.05	46.07	57.43

Concepts & Procedures
Applying mathematical concepts and procedures

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	9.09	13.04	12.50	59.09	52.17	45.83	31.82	34.78	41.67
Grade 4	17.65	10.00	4.35	41.18	55.00	52.17	41.18	35.00	43.48
Grade 5	23.81	25.00	8.70	57.14	45.00	26.09	19.05	30.00	65.22
Grade 6	17.65	*	*	41.18	*	*	41.18	*	*
Grade 7	*	27.27	0.00	*	18.18	54.55	*	54.55	45.45
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	17.86	17.98	7.92	48.81	43.82	41.58	33.33	38.20	50.50

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	4.55	8.70	0.00	50.00	56.52	41.67	45.45	34.78	58.33
Grade 4	17.65	25.00	13.04	64.71	30.00	43.48	17.65	45.00	43.48
Grade 5	23.81	10.00	4.35	61.90	50.00	52.17	14.29	40.00	43.48
Grade 6	17.65	*	*	35.29	*	*	47.06	*	*
Grade 7	*	18.18	9.09	*	45.45	63.64	*	36.36	27.27
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	14.29	14.61	5.94	54.76	47.19	49.50	30.95	38.20	44.55

Conclusions based on this data:

1. The data indicates that scores have dropped significantly.

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 K		*		*		*		8
Grade 1		*		*		*		4
Grade 2		*		*		*		*
Grade 3		*		*		*		4
Grade 4		*		*		*		*
Grade 5		*		*		*		*
Grade 6		*		*		*		*
Grade 8		*		*		*		*
All Grades								26

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		30.77		38.46		26.92		3.85		26

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		46.15		46.15		3.85		3.85		26

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		7.69		26.92		50.00		15.38		26

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		46.15		50.00		3.85		26

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		50.00		46.15		3.85		26

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		7.69		69.23		23.08		26

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		30.77		61.54		7.69		26

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
183	**54.6**	**13.1**	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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	24	13.1
Homeless	1	0.5
Socioeconomically Disadvantaged	100	54.6
Students with Disabilities	32	17.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.5
American Indian	5	2.7
Filipino	2	1.1
Hispanic	65	35.5
Two or More Races	7	3.8
White	97	53.0

Conclusions based on this data:

1. Approximately 55% of our students are in the socioeconomically disadvantaged subgroup.

2. 13% of our students are English learners.

3. White students are the largest demographic followed by Hispanic students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Suspension rate is orange.

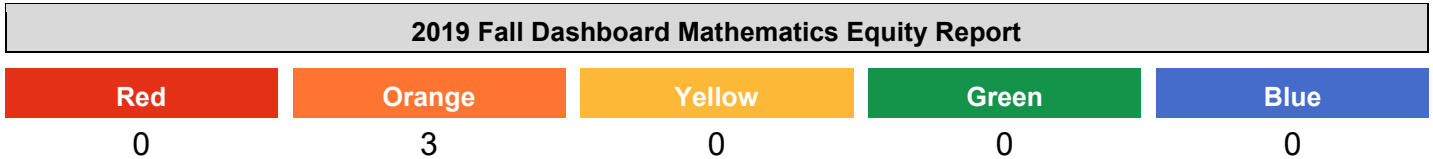**2.** Mathematics and English Language Arts in in orange.

3. Chronic Absenteeism is in red.

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:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
55 points below standard	77.4 points below standard	0 Students
Declined Significantly -44.1 points	Declined Significantly -28.7 points	
91	18	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	73.9 points below standard	113.2 points below standard
1	Declined Significantly -49.8 points	14
	52	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
1	3		1

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
53.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	64.1 points below standard
Declined Significantly -42.1 points	2		Declined Significantly -50.5 points
38			44

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	55.1 points below standard
11	7	Declined Significantly -48.1 points
		66

Conclusions based on this data:

1. Each subgroup declined significantly.

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:

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
64.8 points below standard	87.2 points below standard	
Declined Significantly -18.7 points	Maintained ++1 points	
91	18	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	83.3 points below standard	127 points below standard
1	Declined Significantly -20.5 points	14
	52	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
1	3		1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Orange
69.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		64.6 points below standard
Declined Significantly -17 points	2		Declined Significantly -22.2 points
38			44

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	61.1 points below standard
11	7	Declined Significantly -23.2 points
		66

Conclusions based on this data:

1. While all students declined significantly, English learners maintained their numbers.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
29.4 making progress towards English language proficiency
Number of EL Students: 17
Performance Level: VeryLow
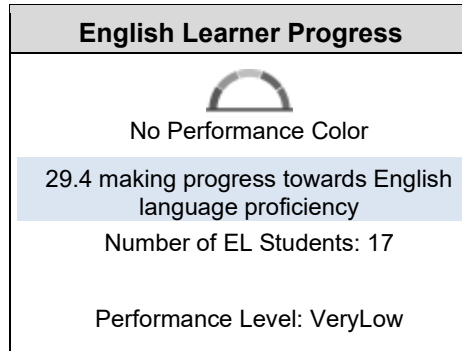
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
41.1	29.4	11.7	17.6

Conclusions based on this data:

1. Performance level is quite low. An analysis of each English learner test results are needed to identify common areas of need.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

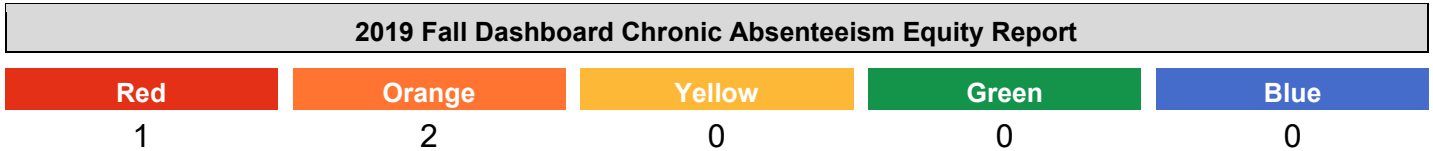**Conclusions based on this data:**

1.

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
15.7	11.5	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +7.1	Declined -6.6	0
198	26	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	22.4	21.6
4	Increased +9.7	Increased +2.6
	107	37

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	5	3	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
13.2	0	Less than 11 Students - Data Not Displayed for Privacy	19
Increased +3.2	13	0	Increased +10.1
68			105

Conclusions based on this data:

1. Students with Disabilities and Socioeconomically Disadvantaged numbers climbed. We need to look for any common threads within that group.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
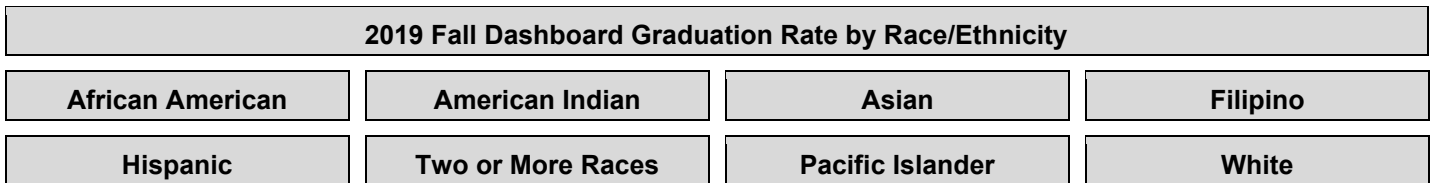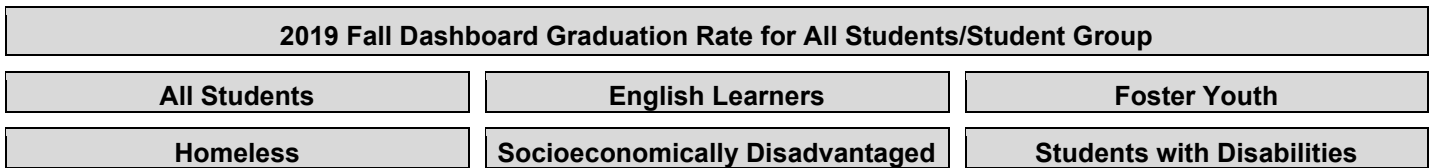## Suspension Rate

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

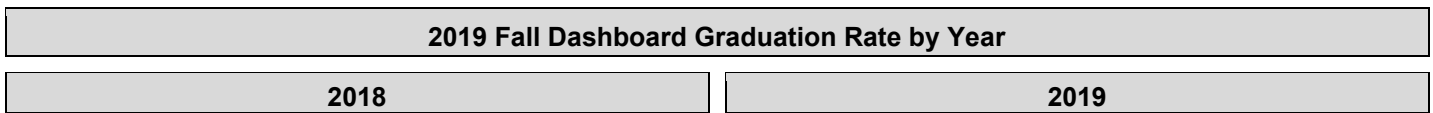| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	1	0	0
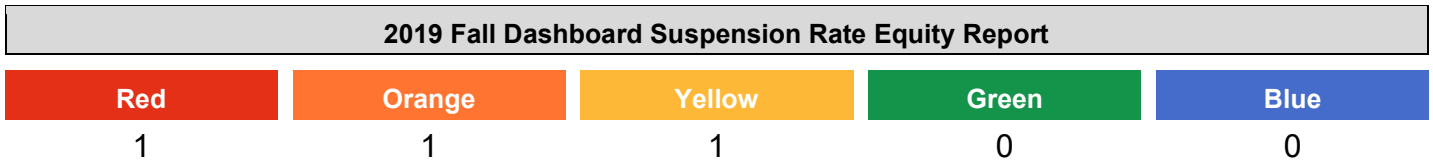
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
4.5	7.7	
Increased +1.7	Increased +7.7	
200	26	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not	6.4	5.4
4	Increased +3.4	Declined -4.1
	109	37

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 2	Less than 11 Students - Data 5	Less than 11 Students - Data 3	Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Yellow
5.9	0		4.7
Increased +5.9	13		Declined -0.9
68			107

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.8	4.5

Conclusions based on this data:

1. Overall, suspension numbers grew last year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English/Language Arts and Mathematics

LEA/LCAP Goal

Through the implementation of CCSS, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students.

Goal 1

Through the implementation of CCSS, ELD standards and evidence-based interventions, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students with a focus on English Learner and Socioeconomically Disadvantaged student subgroups in the areas of English Language Arts and Math.

Identified Need

The 2019 California Data Dashboard reveals that student performance in English/Language Arts and Math are in the orange tier. We are 55 points below the standard in English Language Arts and 64 points below the standard in math. The Dashboard also reveals that Chronic Absenteeism is in the red tier. This may be a contributing factor in the scores. Stakeholder input revealed that assessment protocols were underdeveloped which may be another contributing factor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math scores	ELA: 55 points below standard Math: 64 points below standard	ELA and Math: A decrease of 10 points away from standard in each subject.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will participate in small group instruction during the English Language Arts block.

Strategy/Activity

Students will participate in English Language Arts small group instruction during the ELA block. During Distance Learning, it will be delivered via Zoom meetings. Focus on students from Socioeconomically Disadvantaged and English Learner subgroups.

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)
67,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Small group instruction
19,600	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Small group instruction
2,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will participate in small group instruction during the Math block.

Strategy/Activity

Students will participate in Math small group instruction during the Math block. During Distance Learning, it will be delivered via Zoom meetings. During Distance Learning, it will be delivered via Zoom meetings. Focus on students from Socioeconomically Disadvantaged and English Learners subgroups.

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)
67,000	LCFF - Base 2000-2999: Classified Personnel Salaries Small group instruction
19,600	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Small group instruction
2,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified Bilingual Aide/small group instruction

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Language Learners will receive dedicated language development instruction for at least 20 minutes each day as well as embedded instruction throughout the school day. A bilingual aide will be hired to assist with English language acquisition and academic support. Data indicates that Socioeconomically Disadvantaged students benefit from this instruction and may be included in some groups. Teachers will use the English Language Learner curriculum from Benchmark.

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)
2,500	Title I 2000-2999: Classified Personnel Salaries Bilingual Aide pull out
15,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Daily small group English Language Development

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will participate in Me Time.   All students scoring below grade level will receive academic interventions.

Strategy/Activity

All students will receive interventions in English Language Arts. Those on grade level or above will receive additional instruction or enrichment activities. Those below grade level will receive targeted interventions in ELA using evidence based interventions. Student achievement will be progress monitored on a weekly basis and discussed at weekly team 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)	Source(s)
26,775	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Me Time

11,200	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Me Time

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students performing below grade level on I-Ready and CAASPP assessments.

Strategy/Activity

Students below grade level receive evidence-based interventions. Data will be analyzed by Intervention/Data Coordinator, and those results discussed during weekly team 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)	Source(s)
8,750	Title I 1000-1999: Certificated Personnel Salaries Intervention coordinator lower grades
17,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Intervention teacher and coordinator upper grades
5,000	CARES Act 1000-1999: Certificated Personnel Salaries Data coordinator K-8
10,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention coordinator lower grades

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students performing below grade level on I-Ready and/or CAASPP assessments in ELA and/or Math will receive first priority for a spot. After those spots are filled, the remainder of students are welcome.

Strategy/Activity

Provide interventions, tutoring and Homework Club in person and via online platform.

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)
10,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Tutor/HW Club
28,000	CARES Act 1000-1999: Certificated Personnel Salaries Tutor/HW Club LLMF
2,000	CARES Act 2000-2999: Classified Personnel Salaries Tutoring/homework support during distance learning and hybrid models
16,500	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Interventions in person and via online platform

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students benefit from highly skilled teachers.

Strategy/Activity

To increase teacher efficacy, teaching staff needs release time to participate in lesson study, coaching, and professional development. Hire an additional part time teacher to cover teacher classes during release time. Partner with Glenn County Office of Education for lesson study. Provide opportunities for teacher professional development.

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)
500	LCFF - Supplemental 4000-4999: Books And Supplies Professional development supplies
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Professional development opportunities
3,000	CARES Act 1000-1999: Certificated Personnel Salaries Professional development targeted for distance learning
15,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Release time teacher

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with focus on student groups with chronic absenteeism.

Strategy/Activity

Increase attendance tracking to support increased school attendance to reduce chronic absenteeism

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)
4,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Increase attendance tracking

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low performing students

Strategy/Activity

Purchase additional online programs to assist in teaching and interventions that can be used during in-person school, distance learning and independent study. Purchase Benchmark curriculum to focus on mitigating prior year learning loss.

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)
3,000	CARES Act 4000-4999: Books And Supplies Additional online programs
5,500	CARES Act 4000-4999: Books And Supplies Benchmark curriculum

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers new to the profession receive induction support for two years to clear their teaching credential. The program provides coaching, mentoring and professional development

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)
5,733	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Induction
13,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Induction

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with a focus on underperforming students in targeted subgroups.

Strategy/Activity

Ongoing training, support, and mentoring for Instructional Assistants to increase understanding of subject matter, how students learn, teaching and support strategies and behavior strategies.

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)
7,500	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Aide Coordinator/Mentor
7,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Aide Coordinator/Mentor

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All Students have access to online curriculum and the teacher during distance learning and hybrid learning.

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)
10,000	CARES Act 4000-4999: Books And Supplies Chromebooks
3000	CARES Act 4000-4999: Books And Supplies Hot spots
650	CARES Act 4000-4999: Books And Supplies Mice for students to navigate with on chromebooks

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.

The overall implementation of the strategies and activities were effective, but we still were not able to achieve our goals. A needs assessments and careful analysis of data indicated that more work was needed in the area of testing and teacher release time. We also noted an increased need for Instructional Assistants to receive more targeted training in the area of interventions.

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

No major differences noted.

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.

A few strategies and activities were added. We implemented Me Time last year in ELA, we are adding in a teacher for release time so teachers can work on lesson study and coaching. We have increased the number of interventions on campus and virtually.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student engagement, parental involvement, decreased suspensions, and decreased chronic absenteeism.

LEA/LCAP Goal

A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.

Goal 2

Reduce the number of suspensions and chronic absenteeism.

Identified Need

Chronic Absentee indicator is in the Red Tier. 15.7% of students in the 2018-19 school year. Socioeconomically Disadvantaged students scored in the red with White and Hispanic students scored in the orange.
The Suspension Rate is in the Orange Tier. Socioeconomically Disadvantaged students scored in the Red Tier, Hispanic students scored in the Orange Tier and White students in the Yellow Tier.
4.5% of students were suspended 4.5% times with an increase of 1.7%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism will decrease 5%.	At this time, Chronic Absenteeism is 15.7%. This number increased by 7.1%.	Chronic Absenteeism will decrease by 10%.
The Suspension Rate will decrease by 2%.	4.5% of students were suspended with an increase of 1.7%.	Student suspensions will decrease by 2%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with particular emphasis on the needs of families of English Language Learners and Socioeconomically Disadvantaged students.

Strategy/Activity

Continue high level of communication between school and home through the online communication platform, Parent Square. Focus outreach education on areas that support good attendance, social-emotion supports, Mind Up, Responsive Classroom, and appropriate school behavior.

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)
1500.	LCFF - Base 5000-5999: Services And Other Operating Expenditures Parent Square
500.	LCFF - Base 5000-5999: Services And Other Operating Expenditures Home to School Connection

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on students that are Socioeconomically Disadvantaged students.

Strategy/Activity

Begin breakfast program so families have increased motivation to get their children to school and on time. Breakfast will be served 15 minutes before the bell rings and will stop at the 5 minute warning bell. Having a healthy breakfast should support student health and their emotional wellbeing.

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)
11,100	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Breakfast program

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

All staff will attend Responsive Classroom professional development in Sacramento. Responsive Classroom is the foundational approach to teaching and learning at Walden Academy. A common understanding of the program and how it works will benefit staff and all our 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)	Source(s)
7,500	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Responsive Classroom Professional Development
12,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Certificated salaries to attend 4 day training
3,500	Title I 2000-2999: Classified Personnel Salaries Classified salaries to attend 4 day training
5,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Hotel and food expenses for 4 day training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Spanish speaking families and students.

Strategy/Activity

Hire bilingual office staff for increased communication with Spanish speaking families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Staff
4,000	Title I 2000-2999: Classified Personnel Salaries Bilingual Office Staff

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Hire bilingual Instructional Assistant

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)
7,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on those with frequent absences and behavior challenges.

Strategy/Activity

Morning Meeting or Advisory Period using the Responsive Classroom model held in each classroom at the beginning of the school day. Morning Meeting/Advisory builds a strong classroom community, gives students a sense of belonging and sets the tone for a day of positives and learning outcomes.

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)
29,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Morning Meeting in 10 classrooms each morning

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with emphasis on students that struggle with managing emotions and behavior.

Strategy/Activity

Mind Up strategies taught and practiced in the classroom. Mind Up teaches students how their brain works, helps them understand their emotions and gives them tools to control emotions. This leads to better self control, a positive outlook, greater academic and behavioral achievement.

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)
100	LCFF - Supplemental 4000-4999: Books And Supplies Mind Up books
1,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Mind Up training for new staff and as a refresher for returning staff
	LCFF - Base 1000-1999: Certificated Personnel Salaries Certificated salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with emphasis on socioeconomically disadvantaged students and English Learners

Strategy/Activity

Increase the amount of time the School Psychologist is on campus to assist in Student Success Team meetings, interventions, and support students in the classroom and at recess.

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)
11,000	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs School Psychologist

| 11,000 | Title I
5700-5799: Transfers Of Direct Costs
School Psychologist |
| 11,000 | Comprehensive Support and Improvement (CSI)
5700-5799: Transfers Of Direct Costs
School Psychologist |

Strategy/Activity 9

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

All Students with an emphasis on students that struggle with behavior in the classroom and recess.

Strategy/Activity

Increase services to include 4 hours of school-based counselor.

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)
15,000	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs School-based counselor 4 hours per week

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.

This is a new goal.

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

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.

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	$47,876.00
Total Federal Funds Provided to the School from the LEA for CSI	$153,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$552,508.00

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 ($)
Comprehensive Support and Improvement (CSI)	$149,575.00
Title I	$29,750.00
Title II Part A: Improving Teacher Quality	$5,733.00

Subtotal of additional federal funds included for this school: $185,058.00

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

State or Local Programs	Allocation ($)
CARES Act	$60,150.00
LCFF - Base	$180,000.00
LCFF - Supplemental	$127,300.00

Subtotal of state or local funds included for this school: $367,450.00

Total of federal, state, and/or local funds for this school: $552,508.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CARES Act	60,150.00
Comprehensive Support and Improvement (CSI)	149,575.00
LCFF - Base	180,000.00
LCFF - Supplemental	127,300.00
Title I	29,750.00
Title II Part A: Improving Teacher Quality	5,733.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	266,125.00
2000-2999: Classified Personnel Salaries	180,400.00
4000-4999: Books And Supplies	24,750.00
5000-5999: Services And Other Operating Expenditures	33,233.00
5700-5799: Transfers Of Direct Costs	48,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CARES Act	36,000.00
2000-2999: Classified Personnel Salaries	CARES Act	2,000.00
4000-4999: Books And Supplies	CARES Act	22,150.00

1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	80,775.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	50,300.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	7,500.00
5700-5799: Transfers Of Direct Costs	Comprehensive Support and Improvement (CSI)	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	111,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	67,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	29,600.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	51,100.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,600.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	18,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	26,000.00
1000-1999: Certificated Personnel Salaries	Title I	8,750.00
2000-2999: Classified Personnel Salaries	Title I	10,000.00
5700-5799: Transfers Of Direct Costs	Title I	11,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,733.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	411,308.00
Goal 2	141,200.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

3 Parent or Community Members

Name of Members	Role
Suzanne Tefs	Principal
Sarah Snider	Classroom Teacher
Erica Wortham	Classroom Teacher
Heidi Vasquez	Parent or Community Member
Heidi Geroy	Parent or Community Member
Marisol Raygoza Bobadilla	Parent or Community Member
Landry Otterson	Other School Staff

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

Instructions

The 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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

   A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1.   The comprehensive needs assessment of the entire school shall:

         a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

   A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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