



School Plan for Student Achievement (SPSA) Template

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

_____	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
School Name			

Mary Chapa Academy

27 66035 6026116

February 20, 2020

Purpose and Description

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

Schoolwide Program

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

Mary Chapa Academy will utilize its funding to support student achievement. The three areas of focus are culture, academic performance, and parent engagement of all stakeholders. To facilitate culture improvements, we will continue our work with Positive Behavior Interventions and Supports (PBIS) and work to enhance our art integration throughout the school. Academically, teachers will receive ongoing coaching and support by means of our academic coach in order that Best Practices are utilized for instruction. Students will be provided appropriate rigorous prevention, intervention, and remediation through all content areas. Finally, community engagement will occur through personnel, family events, and correspondence/communication with stakeholders. All of the actions in the school's plans are in alignment with with out Local Control Accountability Plan (LCAP) goals, Board priorities, and the vision of Mary Chapa Academy.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	2
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	8
Analysis of Current Instructional Program.....	8
Stakeholder Involvement	15
Resource Inequities	15
School and Student Performance Data	16
Student Enrollment.....	16
CAASPP Results.....	18
ELPAC Results	22
Student Population.....	26
Overall Performance	27
Academic Performance.....	28
Academic Engagement.....	34
Conditions & Climate.....	37
Goals, Strategies, & Proposed Expenditures.....	39
Goal 1.....	39
Goal 2.....	48
Goal 3.....	57
Budget Summary	64
Budget Summary	64
Other Federal, State, and Local Funds	64
Budgeted Funds and Expenditures in this Plan.....	65
Funds Budgeted to the School by Funding Source.....	65
Expenditures by Funding Source	65
Expenditures by Budget Reference	65
Expenditures by Budget Reference and Funding Source	65
Expenditures by Goal.....	65
School Site Council Membership	67
Recommendations and Assurances	68
Instructions.....	69
Instructions: Linked Table of Contents.....	69

Purpose and Description.....70
Stakeholder Involvement.....70
Resource Inequities70
Goals, Strategies, Expenditures, & Annual Review71
Annual Review72
Budget Summary73
Appendix A: Plan Requirements75
Appendix B:.....78
Appendix C: Select State and Federal Programs80

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).

Local Control Accountability Plan (LCAP) surveys were administered to both parents and students to ascertain their impressions of the site and its status meeting LCAP Goals 1-3, as well as the opportunity to determine their priorities for LCAP the following year. Due to the shelter in place order, new survey material was not gathered in the closing of the 2019-2020 school year. As a result the measurements below represent the most current survey data utilized to create the 2020-2021 SPSA. (The resultant measures are used to determine Mary Chapa Academy's adherence to the present SPSA and to assist in creating the 2019-2020 SPSA by which the site will address expressed requests.)

Analysis of the Local Control Accountability Plan (LCAP) Parent Survey revealed the following trends:

Goal #1(Culture)

We should provide school counselors at all school sites to ensure ongoing support for students - 99% agree (794 responses)

We should provide school safety personnel and "Positive Play" at all sites - 98.10% agree (810 responses)

We should provide bus transportation for students to and from school - 96% agree (822 responses)

We should provide Health Aides and Nurses for our students to ensure the healthy well-being of our students - 99% agree (823 responses)

We should provide staff to support students with social-emotional and academic learning needs - 97.20% agree (824 responses)

We should maintain and modernize all facilities to provide a high-quality environment for students and families - 97.50% (821 responses)

We should repair and replace classroom and school furniture as needed - 98.10% agree (789 responses)

We should recruit and retain highly-qualified, effective teachers - 98.10% agree (787 responses)

We should provide extended learning opportunities and after-school enrichment programs for students - 97.20% agree (798 responses)

Goal #2 (Academics)

We should provide Visual and Performing Arts teachers along with Physical Education teachers to ensure enhanced experiences for all students - 98% agree (703 responses)

We should provide Response to Intervention (RTI) Assistants districtwide to respond to students' academic needs - 97% agree (700 responses)

We should provide Teachers on Special Assignment (TOSAs) to support teachers and build capacity for academic learning - 96.80% agree (690 responses)

We should provide library and media clerks to expand 21st Century learning experiences - 96.90% agree (700 responses)

We should provide an Early Childhood Center and staff to support our youngest learners - 98.40% agree (697 responses)

We should provide College and Career Readiness staff to support and prepare all students for postsecondary success - 96.70% agree (703 responses)

We should provide technology staff to lead student tech squads and innovative makerspaces to ensure 21st Century Learning - 97.10% agree (698 responses)

Goal #3 (Community)

We should provide district and site Family and Community Engagement staff to support and engage parents and the community - 96.30% agree (789 responses)

We should provide parent and community events/workshops for parents to feel supported and involved in their child's education - 97.60% agrees (794 responses)

We should provide a Family Welcome Center to embrace our parents and the community - 92.40% agree (779 responses)

We should utilize user-friendly communication tools for parents to receive information and communicate with school sites (e.g., ParentSquare, website, flyers, etc.) - 97.80% agree (793 responses)

We should provide a School Resource Officer (SRO) to support our students and district - 95.30% agree (794 responses)

We should continue our community partnership programs that strengthen student literacy and numeracy academic achievement (e.g., AmeriCorps, Read to Me Project, etc.) - 97% agree (793 responses)

We should continue to collaborate with Greenfield High School teachers and staff for the success of our students - 97.70% agree (793 responses)

We should provide an Family Resource Center and staff to support our families - 97.90% agree (792 responses).

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Analysis of the Local Control Accountability Plan (LCAP) Student Survey revealed the following trends:

Third Grade (102 student responses)

Fourth Grade (96 student responses)

Fifth Grade (85 student responses)

Sixth Grade (82 student responses)

Total (365 student responses)

Goal #1(Culture)

I feel welcomed at my school by my teachers and staff - 87% agree

My family feels welcomed at school - 92% agree

I feel safe while I'm at school - 81% agree

Teachers and other adults at school care about me - 87% agree

Teachers and staff treat me with respect at school - 89% agree

My school is a positive place that I enjoy being - 76% agree

Students at my school treat other students with respect - 50% agree

My school is kept clean - 65% agree

I like classroom desks/furniture that allows us to work in groups and work together - 76% agree

Goal #2 (Academics)

I am excited to learn when I'm in class - 81% agree

My teacher(s) challenge me to do my best - 93% agree

If I don't understand something right away, my teacher(s) will help me until I get it - 90% agree

My teacher does a good job of allowing ALL students to learn in our class - 91% agree

I feel that my teacher(s) believe I can be a successful learner - 93% agree

I feel that I will be ready for the classwork in my next grade - 81% agree

I enjoy learning using our LEGO robots or would enjoy learning in a science makerspace - 92% agree

I want to go to college one day - 90% agree

My family wants me to go to college one day - 94% agree

Goal #3 (Community)

I enjoy it when college and career speakers come and talk to us at school - 95% agree

I like it when there are events when family can come to our school and see what we are doing - 87% agree

My school does a good job letting my family know about events and how I'm doing in school - 90% agree

Classroom Observations

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

Informal observations are conducted on a regular basis throughout the year using the GUSD Learning Walk form to provide individual teachers with feedback. Formal observations are also conducted annually and are placed in the teacher's personnel file. Findings from both formal and informal observations are used to create professional development opportunities and coaching cycles. Findings have also been used to create instructional focuses district-wide such as Teacher Clarity, student engagement, rigorous instruction, use of formative data, and emphasis on academic language. At Mary Chapa, additional measures are taken to determine effective implementation of Positive Behavior Interventions and Supports (PBIS) structures inside the classroom; such measures include, but are not limited to: (1) Positive interactions with students, (2) Effective monitoring of student performance through movement in and around the classroom, and (3) Conspicuous posting of, and reference to, campus behavior expectations.

Analysis of the Learning Walks tool revealed the following:

- Most teachers are implementing high-leverage research-based practices (Teacher Clarity, pair-sharing, providing feedback, positive engagement, etc.)
- Most teachers engaged in Depth of Knowledge Level 1 and 2 practices, with an increasing number of teachers exploring Level 3 practices as the year progressed.
- Classroom management is well-established and maintained.

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)

All students participate in state and districtwide assessments. Students in Grades 3-6 at Mary Chapa Academy participate in the annual California Assessment of Student Performance and Progress (CAASPP) examination. CAASPP will better integrate teaching, learning, and assessment by providing us with assessments, including both summative assessments for English Language Arts and Math. Additionally, the California Assessment Science Test (CAST) was administered to students in Grade Five. In addition, grade-level formative (CFA) and summative assessments (CSA) are administered to inform instruction and intervention/remediation needs. Local assessments included Foundational Skills Inventory for math, Basic Phonics Skills Test, Fry's Words and Dynamic Indicators of Basic Early Literacy & Sight words for reading.

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

Mary Chapa Academy's Professional Learning Community and Preventative Tier I practices facilitate the use of frequent Common Formative Assessments (CFA) and Common Summative Assessments (CSA) to assess student learning and informs subsequent instruction through intervention (Tier II) and remediation (Tier III), as indicated by data.

Mary Chapa Academy administers iReady Diagnostics to measure student progress in meeting requisite skills in both Reading and Math. Universal screening and subsequent progress monitoring is implemented through several measures, including iReady Diagnostics, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Progress Monitoring Tests, Basic Phonics Skills Test (BPST), and Fry Words assessment. Teachers utilize the results of the assessments to (1) identify students in need of academic intervention or extensions; (2) modify classroom instructional practices; (3) modify delivery of curriculum content, and (4) identify areas where teachers may benefit from supplemental training in instructional strategies, and (5) determine "Skill or Will" deficits to be addressed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Professional development opportunities for staff members are multifaceted, and are consistently linked to the state's standards as well as school's core values. Professional development meetings are determined after the analysis of data for the purpose of enhancing teaching and improving student learning. All professional development opportunities are provided to allow for enhancement of teacher and administrative skills. Professional development opportunities reflect our standards for best practices as they are aligned to the California Standards for the Teaching Profession. The district also offers a multitude of professional development opportunities in which teachers participate. Teachers have multiple opportunities to participate in ongoing staff development to broaden their knowledge and enhance classroom instruction. In 2020-2021, the administration and faculty will be working with our District coaching leads to ensure the full implementation of our Common Core State Standards whether in distance learning or in person instruction.

To ensure that professional development opportunities are effective, teacher, coaches, and administrators meet regularly to analyze data and use their findings to further drive instruction. We will continue to revisit, revise, and refine teaching practices to enhance student learning. Teachers regularly collaborate within their grade levels to plan lessons that support the implementation of high quality lessons.

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

Mary Chapa Academy recruits the most qualified credential teachers. For 2020-2021 school year, 89% of our classroom teachers are NCLB Compliant and/or Highly Qualified Teachers. Professional development opportunities for staff members are multifaceted, and are consistently linked to the state's standards as well as our school's core values. Mary Chapa Academy staff participates in ongoing professional development that is data-driven to enhance teaching practices of standards-based instruction. Our teachers have been trained in the Next Generation Science Standards. The district also offers a multitude of professional development opportunities in which teachers participate.

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

Mary Chapa Academy uses the result of multiple assessments to plan instruction and guide staff development. Instruction is based on Curriculum Maps, Common Core State Standards, and Blueprints. Weekly Collaboration meetings are used to train teachers in best strategies, data analysis, and principles of Professional Learning Communities. Staff regularly plans instruction through grade level and vertical articulation across grade levels based on the Common Core State Standards. We look at best instructional practices based on our needs, for the purpose of refinement of instruction. Mary Chapa Academy uses the results of multiple assessments to plan instruction for language arts and math. After looking at our i-Ready Diagnostics Assessments, DIBELS Benchmark data, and Basic Phonics Skills Test (BPST) data, we use the data analysis to group students with similar deficits together to provide further instruction to meet their instructional needs. Based on their need, teachers receive staff development of non-negotiable practices to teach, and build in best practices in their language arts lessons.

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

Mary Chapa Academy teachers will continue to have an instructional coach for 2020-2021 year that supports them across all content areas. In addition, the Greenfield Union Elementary School District offers ongoing professional development sessions throughout the school year. Greenfield Union Elementary School District employs a district-wide coach for Math, ELA, Science and ELD as well as ongoing professional development sessions throughout the school year.

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

In a typical year, Mary Chapa Academy provides weekly early student release days on Wednesdays to provide weekly collaborative meetings and professional development for all teachers at all grade levels. During these collaborative meetings, teachers use principles of Professional Learning Communities to analyze scores and share best teaching practices. During distance learning, teachers will continue to have PLC and PD time on Wednesdays.

Teaching and Learning

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

Mary Chapa Academy uses California state adopted materials for English Language Arts: Benchmark Advance, Eureka Math for Math instruction. English Language Development: Benchmark Advance. Science: STEMscopes; Social Studies: McMillan / McGraw Hill California Vistas. In addition, district Curriculum Maps have been created for both Language Arts and Mathematics.

The adopted curriculum and instructional materials for all core subjects are aligned with state content and performance standards.

For Science, Mary Chapa Academy has adopted the New Generation Science Standards through Stem Scopes science material: a kit/module based approach to teaching science. Teachers access all curricular materials online and use video and interactive labs to communicate standards-based lessons.

For Social Studies, VVMS use Glencoe Mc Graw Hill CA Series textbooks, Discovering our Past with ancillary components Reading Essentials and Note taking Guides: Grade 8 The American Journey to WW1; Grade 7 Medieval and Early Modern Times.

Benchmark Advance is Mary Chapa Academy's state-adopted English Language Development designated Curriculum and SIPPS is used for Response to Intervention (RTI). English 3D is a supplemental program used during ELD to further assist English Learners. Students all have access to computer-based learning; students use i-Ready, Imagine Learning, and will begin utilizing Accelerated Reader in 2019-2020.

Teachers collaborate to revise and create pacing guides that align existing materials to Common Core Standards. All staff are key members of the Professional Learning Community (PLC) where they have the main task to identify essential standards, create and administer Common Formative Assessments (CFAs) and Common Summative Assessments (CSAs), analyze data to support students that did not meet the standards, provide a multi level tier approach of interventions, and provide enrichment or extension to the students that met the standards. The PLC process is ongoing throughout the school years where teachers collaborate during common prep times and on their designated PLC/PD/Staff meeting time on Wednesdays. Teachers and staff guarantee a viable curriculum and high levels of learning for all students.

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

Mary Chapa's instructional daily schedule complies with the minimum minutes required for all academic areas, including designated ELD.

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

Mary Chapa Academy follows Pacing Guides and Standards Benchmark Assessment guides for English Language Arts and Mathematics. The schedule is adjusted to meet the needs of students, and to provide pacing for intervention courses.

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

Mary Chapa Academy uses California state adopted materials for English Language Arts: Benchmark and Engage NY in Mathematics.
English Language Development: Benchmark, English 3D (supplemental).
Science: STEMscopes.
Social Studies McMillan / McGraw Hill California Vistas.
Instructional materials are available to all students including students with disabilities and English learners.

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

Mary Chapa Academy classes have the following adopted materials:
California State adopted materials for English Language Arts: Benchmark.
Mathematics: Engage NY.
English Language Development: English 3D.
Science STEMscopes.
California Social Studies: McMillan / McGraw Hill California Vistas.

The principal monitors the daily use of these materials to teach grade level state standards.

Opportunity and Equal Educational Access

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

Informed by data, Mary Chapa teachers deploy students to appropriate groups as a means of providing Tier II Interventions to learn Essential Standards and Tier III Remediation for students lacking fundamental reading and math skills. Intervention and remediation is targeted to the specific needs as indicated by appropriate assessments. Similar practices are implemented for Social Emotional Learning (SEL), where students receive appropriate Tier II interventions for behavior based on climate and discipline data; Tier III wraparound services are available for students with at-risk behaviors and provided intensive services as needed.

Evidence-based educational practices to raise student achievement

Small group instruction time and SIPPS Intervention, ELD, Math, and ELA intervention time is provided inside the school day schedule. Student deployment allows for students to receive targeted assistance to their needs, and teachers will share students based on their classroom performance on Common Formative Assessments (CFA). Such practices are fluid and will change as teachers analyze data trends and needs.

Utilizing Visible Learning practices (Hattie), our teachers implement quite a few strategies that are shown to result in student achievement of one year or more (represented by an Effect Size of .40). Such evidence-based practices include Teacher Clarity, where teachers indicate the Learning Targets and Success Criteria for each lesson; students are able to visibly see what they are learning (Effect Size = 0.75). Teachers also participate in their collaborative times as a means of achieving Collective Teacher Efficacy, where teachers come together to discuss student data and align practices as a team (Effect Size = 1.57). Other implemented highly effective practices include Response to Intervention (RTI - Effect Size = 1.29), and Teacher-Student Relationships (Effect Size = 0.82).

Parental Engagement

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

Mary Chapa Academy has a full time counselor that conducts ongoing parent education nights, and workshops on school campus. Our school counselor along with our full time bilingual community liaison are also available for community outreach. Our counselor recruited staff that teaches computer classes for parents, as well as students and conducts parenting education classes. Additionally, we have a monthly Principal's Café, in which parents receive information to additionally support their children.

Mary Chapa Academy has a full time bilingual community liaison who actively supports all parent events, training, college visits, and monthly cafes. Parent cafes include a variety of topics that parents have solicited through the various surveys conducted by our Family and Community Engagement Coordinator. The English Language Advisory Council (ELAC) advocates for English Learners through committee and general meetings. Topics covered by ELAC in general meetings include attendance, needs assessment, curriculum, and reclassification. Furthermore, School Site Council monitors and recommends funding in areas of academic and social needs for our school. Recently the school district has provided a parent center where parents can access important information and receive training on various topics.

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)

Principal Café is offered monthly to parents to help families learn about the educational programs at school, and how they can partner with Mary Chapa to help support their children at home. We have bi-annual parent conferences, Student Study Team Meetings, and the school counselor, which are venues to discuss and problem-solve student concerns. Additionally, we have both an ELAC and SSC parent committee which provide oversight to Single Plan For Student Achievement.

Funding

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

The academic coaches' position is paid with categorical funds, and works to support students and teachers inside the classroom. Professional development for schoolwide implementation of Social-Emotional Learning (SEL) practices.

Fiscal support (EPC)

For the 2018-2019 school year, Mary Chapa Academy received federal, state, and local aid for the following categorical, special education and support programs:

- * After-School Learning and Safe Neighborhood Partnerships
- * Local Control Accountability Plan (LCAP)
- * Title I
- * Title II
- * Title III
- * ASES

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

Site leadership met together and, with District facilitation, updated the sections of the SPSA. Site leadership conferred with School Site Council for final approval. The School Site Council met four times throughout the school year to discuss site matters as they pertained to the SPSA and the site's utilization of funds. Recommendations were made regarding the LCAP goals, and discussed to determine viability. One of the School Site Council meetings also featured the District LCAP presentation to present site data through the lens of the three LCAP goals, and the School Site Council completed the LCAP parent survey at the completion of the presentation to make recommendations for the 2020-2021 school year.

Resource Inequities

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

To this point, Mary Chapa Academy has the resources needed to carry out the plans indicated in this SPSA. Funds will be used to facilitate the use of resources as needed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.1%	0.11%		1	1
African American	0.22%	%	0.11%	2		1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	99.33%	98.86%	98.86%	893	951	869
Pacific Islander	%	%	0%			0
White	0.33%	0.94%	0.91%	3	9	8
Multiple/No Response	%	%	0%			0
Total Enrollment				899	962	879

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	195	254	192
Grade 1	151	130	137
Grade 2	128	126	120
Grade 3	129	111	111
Grade 4	155	121	105
Grade 5	141	116	102
Grade 6		104	112
Total Enrollment	899	962	879

Conclusions based on this data:

1. Mary Chapa Academy must consider the breadth of its resources to span across eight grade levels (TK-6).
2. Moving forward, there is concern over the number of classes needed in the upper grades, dependent upon distribution of TK students going into Kindergarten.
3. Considering more than 98% of our students are of Hispanic or Latino heritage, we must provide a culturally responsive environment which meets the needs of our student population.

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	697	704	634	77.5%	73.2%	72.1%
Fluent English Proficient (FEP)	78	113	127	8.7%	11.7%	14.4%
Reclassified Fluent English Proficient (RFEP)	44	76	70	6.2%	10.9%	9.9%

Conclusions based on this data:

1. There is cause for celebration; RFEP numbers increased by 32 students with an increase of total EL enrollment of only 7 students.
2. Resources must continue to be allocated to address the highest number of ELs in the District.

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	140	129	106	140	124	104	140	124	104	100	96.1	98.1
Grade 4	141	148	117	139	146	116	139	146	116	98.6	98.6	99.1
Grade 5	138	142	115	135	138	114	135	138	114	97.8	97.2	99.1
Grade 6			106			103			103			97.2
All	419	419	444	414	408	437	414	408	437	98.8	97.4	98.4

* 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	2379.	2377.	2366.	12.86	13.71	8.65	16.43	16.13	15.38	23.57	22.58	27.88	47.14	47.58	48.08
Grade 4	2413.	2413.	2409.	14.39	13.70	8.62	15.83	17.12	18.10	20.14	21.23	20.69	49.64	47.95	52.59
Grade 5	2448.	2451.	2461.	14.07	7.97	13.16	13.33	23.91	22.81	28.15	20.29	24.56	44.44	47.83	39.47
Grade 6			2480.			1.94			28.16			31.07			38.83
All Grades	N/A	N/A	N/A	13.77	11.76	8.24	15.22	19.12	21.05	23.91	21.32	25.86	47.10	47.79	44.85

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	10.71	12.10	6.73	34.29	39.52	44.23	55.00	48.39	49.04
Grade 4	9.35	13.01	7.76	37.41	39.73	36.21	53.24	47.26	56.03
Grade 5	12.59	6.52	13.16	35.56	48.55	47.37	51.85	44.93	39.47
Grade 6			6.80			45.63			47.57
All Grades	10.87	10.54	8.70	35.75	42.65	43.25	53.38	46.81	48.05

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	11.43	13.71	11.54	46.43	35.48	39.42	42.14	50.81	49.04
Grade 4	12.23	12.33	12.93	41.73	40.41	46.55	46.04	47.26	40.52
Grade 5	17.04	13.77	18.42	41.48	48.55	49.12	41.48	37.68	32.46
Grade 6			8.74			54.37			36.89
All Grades	13.53	13.24	13.04	43.24	41.67	47.37	43.24	45.10	39.59

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	8.57	11.29	8.65	64.29	61.29	57.69	27.14	27.42	33.65
Grade 4	13.67	10.96	7.76	48.92	54.79	59.48	37.41	34.25	32.76
Grade 5	8.15	7.97	8.77	53.33	50.72	58.77	38.52	41.30	32.46
Grade 6			3.88			68.93			27.18
All Grades	10.14	10.05	7.32	55.56	55.39	61.10	34.30	34.56	31.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	12.10	7.69	48.57	45.16	42.31	34.29	42.74	50.00
Grade 4	16.55	16.44	8.62	41.01	45.89	41.38	42.45	37.67	50.00
Grade 5	17.04	14.49	17.54	40.00	42.03	45.61	42.96	43.48	36.84
Grade 6			12.62			59.22			28.16
All Grades	16.91	14.46	11.67	43.24	44.36	46.91	39.86	41.18	41.42

Conclusions based on this data:

1. The SBAC ELA data demonstrates that performance largely held steady.
2. SBAC ELA data remains and area for growth amongst Mary Chapa students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	140	129	107	140	128	105	140	128	105	100	99.2	98.1
Grade 4	141	148	117	141	147	116	141	146	116	100	99.3	99.1
Grade 5	138	142	115	138	141	114	138	141	114	100	99.3	99.1
Grade 6			106			105			105			99.1
All	419	419	445	419	416	440	419	415	440	100	99.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2409.	2396.	2385.	10.00	10.16	4.76	28.57	15.63	17.14	29.29	33.59	33.33	32.14	40.63	44.76
Grade 4	2421.	2422.	2437.	5.67	5.48	4.31	16.31	16.44	18.10	29.79	39.73	39.66	48.23	38.36	37.93
Grade 5	2456.	2444.	2450.	13.04	9.22	7.02	7.97	7.09	14.91	26.09	29.08	26.32	52.90	54.61	51.75
Grade 6			2462.			9.52			6.67			33.33			50.48
All Grades	N/A	N/A	N/A	9.55	8.19	6.36	17.66	13.01	14.32	28.40	34.22	33.18	44.39	44.58	46.14

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	22.86	15.63	11.43	38.57	36.72	29.52	38.57	47.66	59.05	
Grade 4	9.93	10.27	12.93	29.08	32.88	35.34	60.99	56.85	51.72	
Grade 5	14.49	14.18	8.77	23.91	24.82	30.70	61.59	60.99	60.53	
Grade 6			12.38			23.81			63.81	
All Grades	15.75	13.25	11.36	30.55	31.33	30.00	53.70	55.42	58.64	

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	11.43	13.28	7.62	50.00	34.38	44.76	38.57	52.34	47.62
Grade 4	7.09	5.48	7.76	39.01	49.32	41.38	53.90	45.21	50.86
Grade 5	13.77	5.67	8.77	30.43	34.75	36.84	55.80	59.57	54.39
Grade 6			7.62			38.10			54.29
All Grades	10.74	7.95	7.95	39.86	39.76	40.23	49.40	52.29	51.82

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	18.57	14.84	9.52	52.14	52.34	49.52	29.29	32.81	40.95
Grade 4	9.93	10.27	11.21	43.97	42.47	43.10	46.10	47.26	45.69
Grade 5	12.32	6.38	8.77	34.06	36.88	40.35	53.62	56.74	50.88
Grade 6			7.62			48.57			43.81
All Grades	13.60	10.36	9.32	43.44	43.61	45.23	42.96	46.02	45.45

Conclusions based on this data:

1. SBAC overall Math data demonstrates a negative trend of performance.
2. SBAC Math data shows no pattern of performance within the math domains.

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	1389.3	1385.0	1396.0	1391.3	1373.4	1369.9	176	196
Grade 1	1436.9	1424.0	1437.6	1431.1	1435.6	1416.4	127	103
Grade 2	1469.3	1464.5	1472.0	1460.0	1466.2	1468.5	88	102
Grade 3	1471.2	1459.0	1466.0	1451.5	1475.9	1466.1	94	78
Grade 4	1478.3	1484.7	1473.8	1476.8	1482.2	1492.1	93	80
Grade 5	1488.1	1479.9	1477.6	1475.2	1498.2	1484.2	64	51
Grade 6		1478.6		1465.7		1491.1		37
All Grades							642	647

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
K	9.66	3.06	25.57	14.80	34.09	44.39	30.68	37.76	176	196
1	15.75	0.97	34.65	24.27	29.92	43.69	19.69	31.07	127	103
2	31.82	1.96	45.45	38.24	12.50	50.00	*	9.80	88	102
3	*	1.28	30.85	21.79	35.11	42.31	30.85	34.62	94	78
4	*	3.75	33.33	33.75	25.81	37.50	30.11	25.00	93	80
5	*	9.80	37.50	21.57	32.81	33.33	18.75	35.29	64	51
6		2.70		24.32		40.54		32.43		37
All Grades	13.24	2.94	33.18	24.27	29.13	42.97	24.45	29.83	642	647

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
K	13.64	4.08	27.27	17.86	25.57	37.24	33.52	40.82	176	196
1	26.77	8.74	29.13	16.50	22.83	48.54	21.26	26.21	127	103
2	48.86	6.86	31.82	50.98	*	33.33	*	8.82	88	102
3	11.70	11.54	44.68	30.77	25.53	17.95	18.09	39.74	94	78
4	21.51	21.25	41.94	41.25	17.20	16.25	19.35	21.25	93	80
5	21.88	21.57	40.63	23.53	25.00	29.41	*	25.49	64	51
6		16.22		35.14		21.62		27.03		37
All Grades	22.74	10.36	34.27	28.75	21.81	31.99	21.18	28.90	642	647

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
K	11.93	3.06	12.50	18.88	47.16	52.04	28.41	26.02	176	196
1	13.39	0.00	32.28	17.48	25.98	36.89	28.35	45.63	127	103
2	12.50	0.98	46.59	38.24	22.73	41.18	18.18	19.61	88	102
3		0.00	11.70	11.54	35.11	47.44	53.19	41.03	94	78
4	*	2.50	25.81	22.50	24.73	35.00	45.16	40.00	93	80
5	*	3.92	32.81	5.88	32.81	45.10	31.25	45.10	64	51
6		0.00		5.41		35.14		59.46		37
All Grades	8.57	1.70	24.92	19.47	33.18	43.74	33.33	35.09	642	647

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
K	29.55	3.57	51.14	69.39	19.32	27.04	176	196
1	37.80	26.21	41.73	62.14	20.47	11.65	127	103
2	45.45	19.61	50.00	76.47	*	3.92	88	102
3	*	6.41	72.34	47.44	18.09	46.15	94	78
4	23.66	16.25	55.91	60.00	20.43	23.75	93	80
5	*	7.84	73.44	62.75	*	29.41	64	51
6		13.51		54.05		32.43		37
All Grades	28.04	12.52	55.14	64.14	16.82	23.34	642	647

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
K	13.07	6.63	42.61	40.31	44.32	53.06	176	196
1	21.26	3.88	51.18	55.34	27.56	40.78	127	103
2	53.41	7.84	36.36	73.53	*	18.63	88	102
3	34.04	26.92	45.74	41.03	20.21	32.05	94	78
4	40.86	27.50	38.71	50.00	20.43	22.50	93	80
5	48.44	35.29	35.94	33.33	*	31.37	64	51
6		29.73		35.14		35.14		37
All Grades	30.84	14.99	42.68	48.38	26.48	36.63	642	647

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
K	9.09	1.02	61.93	69.90	28.98	29.08	176	196
1	25.20	4.85	39.37	49.51	35.43	45.63	127	103
2	21.59	5.88	53.41	69.61	25.00	24.51	88	102
3		0.00	35.11	41.03	64.89	58.97	94	78
4	*	2.50	39.78	43.75	54.84	53.75	93	80
5	*	7.84	54.69	43.14	42.19	49.02	64	51
6		0.00		21.62		78.38		37
All Grades	11.53	2.94	48.44	55.02	40.03	42.04	642	647

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
K	28.98	30.10	43.18	38.27	27.84	31.63	176	196
1	11.02	0.97	70.87	60.19	18.11	38.83	127	103
2	21.59	1.96	65.91	81.37	12.50	16.67	88	102
3	*	2.56	55.32	69.23	34.04	28.21	94	78
4	19.35	3.75	48.39	72.50	32.26	23.75	93	80
5	20.31	3.92	67.19	62.75	*	33.33	64	51
6		5.41		67.57		27.03		37
All Grades	19.47	10.97	56.70	60.12	23.83	28.90	642	647

Conclusions based on this data:

1. ELPAC data reveals the highest percentage of students are at Level 3; RFEP now requires Level 4, so this is an area to address.
2. ELPAC, not surprisingly, trends toward higher Oral Language performance when compared to Written Language.

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
962	94.0	73.2	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	704	73.2
Foster Youth	3	0.3
Homeless	188	19.5
Socioeconomically Disadvantaged	904	94.0
Students with Disabilities	98	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.1
Hispanic	951	98.9
Two or More Races	1	0.1
White	9	0.9





Conclusions based on this data:

1. Attention must be paid toward Hispanic and EL students, proportionate to enrollment.
2. We have a moderately high number of Student with Disabilities, and we must consider such factors in our data.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 453">English Language Arts</p>  <p data-bbox="289 506 378 535">Orange</p>	<p data-bbox="673 424 950 453">Chronic Absenteeism</p>  <p data-bbox="764 506 854 535">Orange</p>	<p data-bbox="1177 424 1388 453">Suspension Rate</p>  <p data-bbox="1243 506 1333 535">Orange</p>
<p data-bbox="251 623 414 653">Mathematics</p>  <p data-bbox="289 705 378 735">Orange</p>		

Conclusions based on this data:

1. PBIS implementation is working at Mary Chapa Academy, with suspensions across all subgroups.
2. Continued support must be provided to academics in ELA and Math.
3. Absenteeism will be a focus for the 2020-2021 school year.

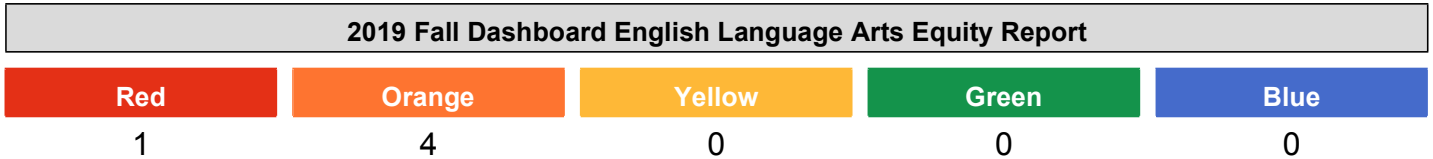
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 52.6 points below standard Maintained ++0.5 points 426	<p>English Learners</p>  Orange 56.4 points below standard Maintained ++1.1 points 383	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  Red 72.8 points below standard Declined -12 points 102	<p>Socioeconomically Disadvantaged</p>  Orange 56.5 points below standard Maintained ++0.1 points 405	<p>Students with Disabilities</p>  Orange 126.2 points below standard Increased Significantly ++17.6 points 61

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.9 points below standard Maintained ++0.4 points 420	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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
107.6 points below standard Declined -7.5 points 221	13.4 points above standard Declined -13.1 points 162	21.4 points below standard Maintained -0.1 points 42

Conclusions based on this data:

1. RFEP students perform demonstrably better than EOs.
2. RFEP students perform demonstrably better than ELs.

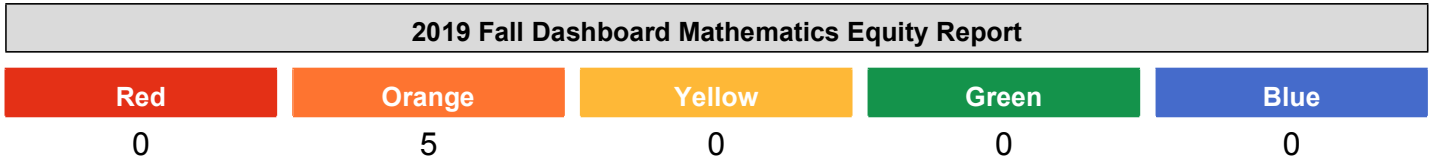
School and Student Performance Data

Academic Performance Mathematics







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






This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 64.4 points below standard Declined -4.3 points 426	<p>English Learners</p>  Orange 65.9 points below standard Declined -4.8 points 383	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  Orange 74.4 points below standard Declined -11.7 points 102	<p>Socioeconomically Disadvantaged</p>  Orange 67.1 points below standard Declined -5 points 405	<p>Students with Disabilities</p>  Orange 135.8 points below standard Increased Significantly ++16.5 points 61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	Asian	Filipino
 <p>Orange 64.1 points below standard Declined -4.5 points 420</p>	Two or More Races	Pacific Islander	 <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>

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
98.7 points below standard Declined -9.9 points 221	21.3 points below standard Declined -14.8 points 162	54 points below standard Increased ++3.7 points 42

Conclusions based on this data:

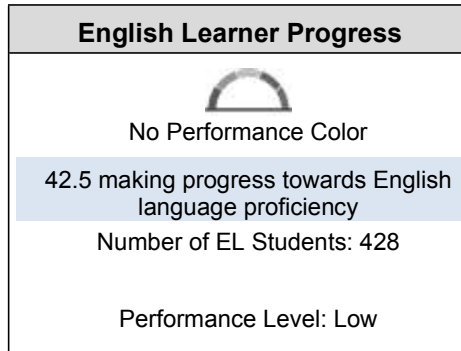
- Math must be a focus area for the site.
- RFEP students are outperforming EL and EO students, but still declined in their own right.

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



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
86	160	1	181

Conclusions based on this data:

1. EL students are trending upward, though will now need Level 4 to be considered RFEP in the future; resources must be allocated to facilitate this success.

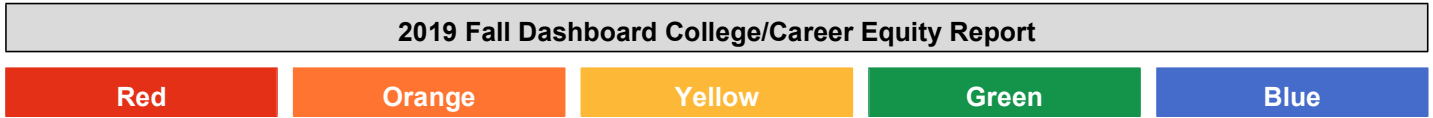
School and Student Performance Data

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.



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.

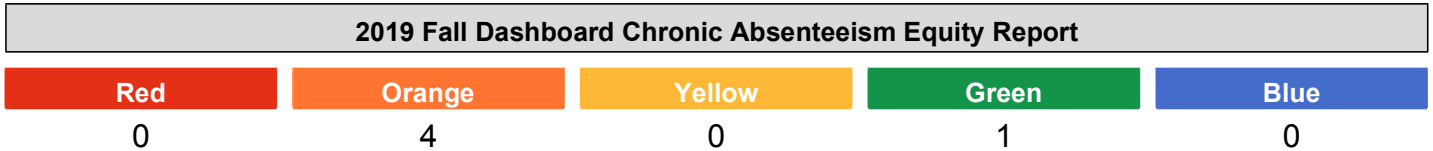
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 9.6 Increased +1.7 1011	<p>English Learners</p>  Orange 6.9 Increased +2.1 743	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  Green 6.6 Declined -2 198	<p>Socioeconomically Disadvantaged</p>  Orange 9.4 Increased +1.4 951	<p>Students with Disabilities</p>  Orange 12.6 Increased +1.1 127

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.2 Increased +1.6 992	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 38.5 13

Conclusions based on this data:

1. We must consider individuals in the case of Chronic Absenteeism, particularly those who are considered homeless. There may be transportation issues or some other underlying factors.

School and Student Performance Data

Academic Engagement Graduation Rate

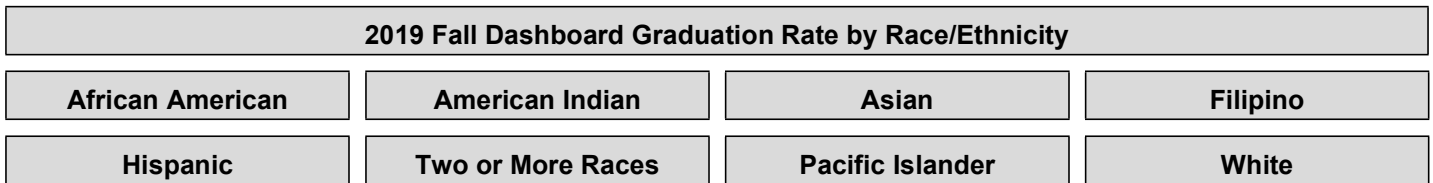
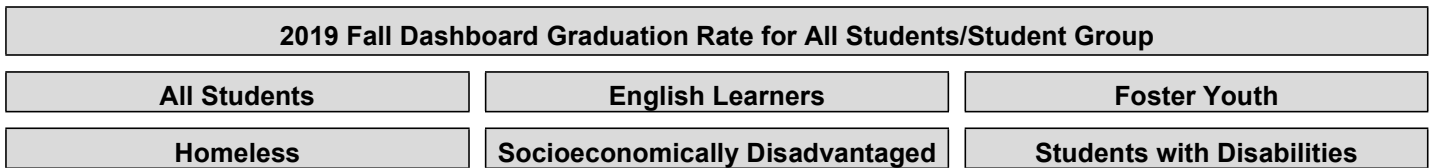
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

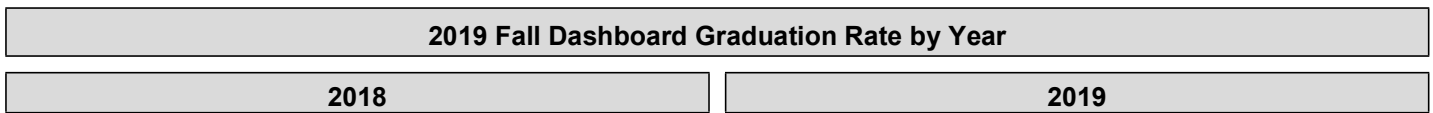
This section provides number of student groups in each color.



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.



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.



Conclusions based on this data:

- 1.

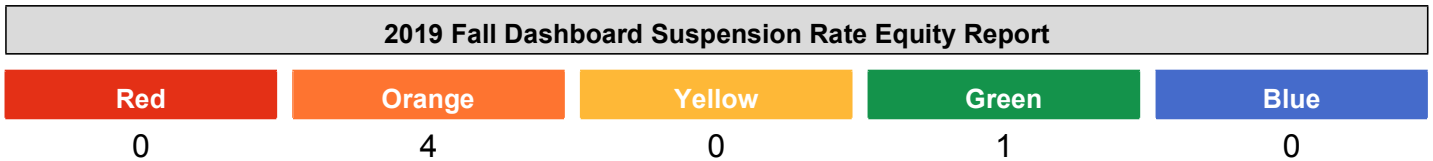
School and Student Performance Data

Conditions & Climate Suspension Rate







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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.6 Increased +0.8 1037	<p>English Learners</p>  Orange 2.5 Increased +0.8 757	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3
<p>Homeless</p>  Green 1.5 Declined -0.3 205	<p>Socioeconomically Disadvantaged</p>  Orange 2.6 Increased +0.7 970	<p>Students with Disabilities</p>  Orange 1.5 Increased +1.5 130

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1		
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; display: inline-block;">2.6</div> Increased +0.7 1018	 No Performance Color Less than 11 Students - Data 3		 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; display: inline-block;">7.7</div> 13

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	2.6

Conclusions based on this data:

1. This is Mary Chapa's flag to fly! PBIS Tier I implementation is working!
2. Students with Disabilities performed particularly well, with zero suspensions for the year.
3. We must look ahead to Tier II/III implementation for those students who still require intervention.

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

Support Positive Behavior Intervention System and School Culture/Climate

LEA/LCAP Goal

LCAP Goal # 1 :We will foster positive school environments that that are emotionally and physically safe with high expectations conducive to learning.

Goal 1

By June 2021, MCA will experience a 20% decrease in Office Discipline Referrals (ODR) and suspensions, as reported by Aeries Assertive Discipline measures.

By June 2021, MCA will consistently demonstrate the state attendance target of 97% of better, as measured by Aeries Analytics. (ATTENDANCE ONLY)

Identified Need

To start this year, students are learning virtually. During the spring of 2020 attendance dropped in the virtual environment. During the 20-21 school year, MCA looks to maintain strong attendance regardless of the educational delivery model.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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AERIES Attendance	<97%	>97%
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Support Positive Behavior Intervention System; ensure personnel, practices and procedures to establish and sustain positive climate and culture.

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)
	LCAP Implement School Wide Behavior Matrix
	LCAP Implement School Wide Incentive System (Kodiak Cash) and student store
	LCAP Implement infractions, Office Discipline Referrals to track negative behavior
	LCAP Implement interventions for chronic misbehavior
	LCAP Implement School Wide incentives and recognitions
	LCAP Provide additional training on minor vs. major behavior and responses for instructional support
	LCAP Professional Development opportunities to increase awareness of Tier 2 interventions
	LCAP Professional Development opportunities for schoolwide Social-Emotional Learning (SEL) practices
1005	Title I Professional Development opportunities for Social-Emotional Learning (SEL), PBIS, classroom management, and student discipline.
	LCAP Purchase software to manage online PBIS Kodiak cash and student store

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students (Tier II behavior, as needed)

Strategy/Activity

2. Support Social and Emotional Needs of Students; develop and sustain appropriate measures and actions to support social-emotional learning, and interventions, as needed.

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)
	LCAP Purchase SEL curriculum
	LCAP Purchase Anti Bullying Units /curriculum
	LCAP Implement Check in Check Out
	LCAP Classified Extra Hours for Behavior Support Intervention
	LCAP Professional Development opportunities for Restorative Practices, equity and diversity training including light refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Culturally-Themed Week, afford students the opportunity to celebrate cultural awareness through themed celebrations.

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)
	LCAP

	Purchase items to promote "drug free" awareness week
	LCAP Purchase items to promote Culturally relevant themed weeks (Hispanic Heritage, Women's Month, etc.)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Campus Decor

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)
	LCAP Art materials for decorating/adorning campus
	LCAP Planters/plants for campus beautification
	LCAP Other materials/supplies as needed to improve campus appearance

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Assemblies

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)
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	LCAP Assemblies supporting PBIS
	LCAP Student Safety Assemblies
	LCAP Student Motivational Assemblies that focus on positive messages
	LCAP Student assemblies that recognize and celebrate student achievements in academics and behavior
	LCAP SBAC Assemblies
	LCAP RFEP Assemblies
	LCAP Academic Assemblies (including attendance)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Arts Integration and Social-Emotional 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)

LCAP Professional development opportunities tying in Arts and Social-Emotional Learning (SEL), like Focus 5 (Actor's Toolbox)
LCAP

	Professional development opportunities tying in Arts and Social-Emotional Learning (SEL), like Beat the Odds and Edumotion
	LCAP Materials/Supplies to support Arts Integration/SEL implementation
	LCAP Professional development opportunities tying in Arts and Social-Emotional Learning (SEL), with light refreshments
	LCAP Provide for artist to provide art instruction and exhibition for students.
	LCAP Partner with agencies to provide art integration and curricula which supports academic achievement.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS Behavior Lessons & Tiered Implementation

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)

	LCAP School Wide behavior lessons materials and supplies
	LCAP Certificated Hours for PD planning and release time of PBIS Lead Teacher
	LCAP

Incentives and acknowledgments for positive behavior.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Culture & Climate 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)

	LCAP Conferences that support implementation of PBIS
	LCAP Other PD opportunities as requested by staff
	LCAP Restorative Practice training
	LCAP Provide Additional Supports and Professional Services
	Other Staff collaboration, professional development and positive team building activities including light refreshments.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Targeted support and enrichment

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)
	LCAP Certificated Hours
	LCAP Classified Hours
	LCAP Materials and supplies as determined by club needs/site beautification

Annual Review

SPSA Year Reviewed: 2019-20

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.

At Mary Chapa Academy, we have begun implementation of our Positive Behavior Interventions and Supports (PBIS) Tier I and Tier II, with success. Overall referrals were down, but the suspension numbers increased. We utilize Kodiak Cash to reinforcement positive behavior, established a behavior matrix that is conspicuous around campus, and celebrate students for attendance. Throughout the year, we planned to hold assemblies for various themes and accomplishments (anti-bullying, Drug Free, completing the SBAC, etc.) and have begun a survey for upper grade students to determine appropriate incentives for positive behavior in those grades.

Social-Emotional Learning through the Arts is a proven way to bring awareness to student issues that impact behavior and allow students the opportunity to explore their own creativity as a means of addressing concerns. Our priority on the Arts and our after-school enrichment programs (including the proposed Saturday Academy) provide students ample and varied opportunities to participate in the school and create an increased desire to come to school and contribute the overall climate of the site.

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

Our expenditures were aligned to our goals and anticipated strategies, however there were activities such as assemblies that were scheduled and did not happen due to Covid-19.

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.

For the 2020-2021 school year, while most of this goal will remain the same, we will continue promoting PBIS in the virtual environment. In addition, we will look to maintain strong attendance by offering engaging classes and online activities. Upon returning to school physically, we will continue with the strategies outlined in this SPSA.

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

Achievement in All Academic Areas, supported by Arts Integration

LEA/LCAP Goal

LCAP GOAL# 2: All students will possess the academic and technical skills required to achieve academic success in all subject areas through high quality instruction and Arts Integration.

Goal 2

By June 2021, MCA will experience a 10% increase in students at/above grade level of the CAASPP ELA assessment, as measured by CAASPP ELA scores.
 By June 2021, MCA will experience a 10% increase in students at/above grade level of the CAASPP Math assessment, as measured by CAASPP Math scores.
 By June 2021, MCA will experience an increase of 10% ELs achieving Reclassified Fluent English Proficiency (RFEP) status, as measured by the District reclassification criteria.
 By June 2021, 50% of MCA students will demonstrate Typical Growth on iReady Diagnostics, as measured by iReady metrics and the Typical Growth tool.

Identified Need

SBAC scores reveal that the majority of Mary Chapa are still performing at/near or below grade level. Teachers are also working with outdated technology and we are steadily improving upon our Arts Integration vision as a Turnaround Arts:California school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (SBAC) scores (ELA/Math); ELPAC scores; iReady Diagnostic scores	<p>As of 6/4/2019: *SBAC Scores (ELA)*</p> <p>Grade 3 (104 Students) Standard Exceeded: 9% Standard Met: 15% Standard Nearly Met: 28% Standard Not Met: 48%</p> <p>Grade 4 (115 Students) Standard Exceeded: 9% Standard Met: 18% Standard Nearly Met: 21% Standard Not Met: 52%</p> <p>Grade 5 (113 Students) Standard Exceeded: 13% Standard Met: 24% Standard Nearly Met: 24%</p>	<p>10% increase in students meeting/exceeding standards (ELA and Math, respectively); 10% increase in RFEP students; 50% of students demonstrating Typical Growth in iReady Diagnostics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Standard Not Met: 40%</p> <p>Grade 6 (103 Students) Standard Exceeded: 2% Standard Met: 25% Standard Nearly Met: 33% Standard Not Met: 40%</p> <p>*SBAC Scores (Math)*</p> <p>Grade 3 (39 Students) Standard Exceeded: 5% Standard Met: 21% Standard Nearly Met: 23% Standard Not Met: 51%</p> <p>Grade 4 (114 Students) Standard Exceeded: 4% Standard Met: 18% Standard Nearly Met: 39% Standard Not Met: 38%</p> <p>Grade 5 (31 Students) Standard Exceeded: 3% Standard Met: 19% Standard Nearly Met: 23% Standard Not Met: 55%</p> <p>Grade 6 (105 Students) Standard Exceeded: 10% Standard Met: 7% Standard Nearly Met: 33% Standard Not Met: 50%</p> <p>ELPAC Results 19 students were Reclassified Fluent English Proficient (RFEP)</p> <p>iReady Diagnostic Scores 47% of students reached their Typical Growth goal (End-of- Year view)</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Standards Based Content Instruction integrated with art

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)

	<p>LCAP</p> <p>Provide additional research based curriculum to supplement CCSS</p>
--	--

	<p>LCAP</p> <p>Professional Development opportunities, including conferences/training, as requested by Staff and/or recommended by administration</p>
--	---

	<p>LCAP</p> <p>Substitutes for professional development dates</p>
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Analyze Assessment Data to Drive Instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	<p>LCAP</p> <p>Monitor student progress via Interim Assessments: Dynamic Indicators of Basic</p>
--	--

	Literacy Skills (DIBELS), BPST, SIPPS, iReady Reports
	LCAP
	Grade level data analysis

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Intervention Services

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)
144296	Title I 1000-1999: Certificated Personnel Salaries Provide an Intervention Coach to support the implementation of best instructional practices in the classroom use; to use data and monitor student learning; to bridge the achievement gap in math and literacy skills
	LCAP Implement Response to Intervention for academic support/enrichment
	LCAP Provide intervention aides, under the supervision of the Intervention Teacher to support efforts
16115	Title I 4000-4999: Books And Supplies Supplemental instructional materials and software to support closing the achievement gap

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extended Learning Opportunities

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)
	LCAP Field Trips, as needed as experiential learning opportunities
	LCAP Provide multiple and ongoing opportunities for student student enrichment
	LCAP Certificated staff to supervise and facilitate such enrichment opportunities at the certificated hourly rate
	LCAP Classified staff to support such opportunities at the classified hourly rate
	LCAP Materials and supplies for such opportunities
	LCAP Read to Me Project
	LCAP Provide Arts-integrated opportunities including, but not limited to, visual arts, dance, and media arts.

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

English Learner Additional Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCAP Additional certificated hours for EL support
	LCAP Additional classified hours for EL support
	LCAP Additional material and software to support EL students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Arts Integration

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)
	LCAP Arts supplies and materials
	LCAP Arts Integration Consultant
	LCAP Arts Conferences as available
	LCAP Certificated hours to provide Peer Mentoring of Arts Integration
	LCAP Certificated hours to plan, develop, and deliver site PD on Arts Integration

	LCAP After school Arts Institute; materials, supplies, certificated hours
	LCAP Music and dance Consultants
	LCAP Additional arts integration strategies as requested by staff and/or site administrator
	LCAP Other arts integration consultants/training/partnerships as requested by staff and/or site administrator
	LCAP Spring Musical (materials, supplies, hours for staff)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Technology

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)
	LCAP Provide early literacy and Common Core blended learning, Accelerated Reader, News ELA
	LCAP Computer licenses for educational programs such as Edu-motion, SBAC Coach, Boom Cards, etc.
	LCAP

	Purchase laptops and respective peripherals/software/apps for teachers and staff to support Arts Integration
	LCAP Staff support with educational programs using technology
	LCAP Purchase materials and supplies essential for technology use
3400	Title I 5000-5999: Services And Other Operating Expenditures Professional Development to support increased utilization of technology

Annual Review

SPSA Year Reviewed: 2019-20

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.

Currently, Mary Chapa Academy has an Academic Coach that assists in the overall instructional direction of the school. Curriculum is being implemented, and teachers are requesting support through professional development and a coaching cycle. Technology was not purchased for teachers, during 2019-2020; however they are being purchased in 20-21.

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

Prior year SPSA provided for the purchase of new computers during the 2019-2020 school year. This did not occur. During 2020-2021, teachers will be provided with new technology to support the needs of program implementation, Arts integration, and the work of the site's Professional Learning Community. Data informs the need for Mary Chapa Academy to conduct itself as a Professional Learning Community, and teacher support is crucial to proper implementation. While much focus has been done for the PLC model, the Arts-integration has lagged behind. It is critical this year, despite the distance learning to focus on the integration of art in the curriculum and work toward making the campus more inviting and artistic upon the return of the students. Social-Emotional Learning (SEL) training has begun in the virtual learning environment.

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.

There are minimal changes to this goal. The goal will continue with the addition of new PD provisions. With the addition of new technology there will be an increased need for professional development to onboard everyone with the new tech and new apps required for teaching in a distance learning environment. In addition, while art integration is the mission of Mary Chapa and has been featured in the SPSA, this year there will be a greater emphasis on art integration throughout the 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

Strengthen and Maintain Community Partnerships and high levels of Family Engagement

LEA/LCAP Goal

LCAP GOAL# 3: We will strengthen family, school, district, and community partnerships through ongoing communications and active community outreach.

Goal 3

By June 2021, MCA will see an increase in virtual parent event attendance of 10% from the start of the 2020-2021 school year.

Identified Need

Parent attendance at school events has reduced due to the shelter in place. There is a need to bolster parent engagement during distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Zoom Attendance sheets; exit tickets; surveys	Town Hall Meeting Participation: 80 First Virtual Parent Cafe: 20	10% increase in parent attendance at school events

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent participation

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)

LCAP

	Full time Community Liaison to support the needs of families and provide guidance with community resources
	LCAP Provide additional translation of all written communications that go home
	LCAP Provide additional communication with parent committees (SSC,ELAC, PTA, Cafecitos)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Trainings

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)
2000	Title I Part A: Parent Involvement Provide materials and resources to engage parents and increase school involvement, to include light refreshments for parent engagement.
	LCAP Other trainings/conferences/meetings as available and/or requested by parents or site administrator, to include light refreshments for parent engagement.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintenance of school website and parent square calendar for current events

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)
	LCAP Parent Square to keep parents informed of school happenings, events, district related information
	LCAP Maintenance of school website

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Engagement Sessions

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)
	LCAP Family Art Nights, to include light refreshments for parent engagement.
	LCAP Monthly Cafecitos, to include light refreshments for parent engagement.
	LCAP Other engagement sessions/family nights as available and/or requested by parents or site administrator, to include light refreshments for parent engagement.
	LCAP Science Workshop Family Night, to include light refreshments for parent engagement.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Administrative Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCAP

Support parent engagements including, but not limited to, Kindergarten registration, Kindergarten testing, etc., to include light refreshments for parent engagement.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Community Partnerships

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)

LCAP

Partnership will guide the School Garden, making it an outdoor science learning lab

LCAP

Purchase campus beautification materials

LCAP

Purchase materials and supplies as needed

LCAP

	Field trips for students to participate in local community service projects
	LCAP
	Publicity for partnership events and student progress

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Art Agency Partnership

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)
	LCAP Continue to support the Turnaround Arts Program by integrating arts through content areas and develop a plan to sustain the arts integration into the future.
	LCAP Conferences, trainings with teachers as needed and/or requested
	LCAP Showcasing student artwork
	LCAP Student Performances
	LCAP Spotlight in Newsletter Magazines

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extra hours for classified staff

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)

LCAP

Extra hours for services such as interpreting for Back to School Night, Parent Conferences, Family Nights, etc.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Recognition Events

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)

LCAP

Volunteer Appreciation Event for parents who have been volunteered during the school year, to include light refreshments for parent engagement.

LCAP

Materials and supplies as needed

LCAP

Parent engagement events including, but not limited to, Dia de las Mamas, Papas con Papas, etc., to include light refreshments for parent engagement.

LCAP

Volunteer Appreciation incentives and gifts, to include light refreshments for parent engagement.

Annual Review

SPSA Year Reviewed: 2019-20

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.

2019-2020 was the first year implementing this goal. This goal was interrupted due to Covid-19.

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

Due to state declaration of shelter in place many family outreach efforts had to cease for safety reasons.

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.

This goal has transformed due to the ongoing world pandemic. However, using the start of the school year as a baseline, Mary Chapa will continue to increase parent participation in the virtual setting.

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	\$166,816
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,816.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$164,816.00
Title I Part A: Parent Involvement	\$2,000.00

Subtotal of additional federal funds included for this school: \$166,816.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$166,816.00

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	164,816.00
Title I Part A: Parent Involvement	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	144,296.00
4000-4999: Books And Supplies	16,115.00
5000-5999: Services And Other Operating Expenditures	3,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	1,005.00
1000-1999: Certificated Personnel Salaries	Title I	144,296.00
4000-4999: Books And Supplies	Title I	16,115.00
5000-5999: Services And Other Operating Expenditures	Title I	3,400.00
	Title I Part A: Parent Involvement	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	1,005.00
Goal 2	163,811.00
Goal 3	2,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Tauvia Harrigan - Principal	Principal
Maria Segobia - Teacher	Classroom Teacher
Lisa Beth Guntz - Teacher	Classroom Teacher
Martha Andrade - Teacher	Classroom Teacher
Sergio Siguenza - Staff	Other School Staff
Lorenia Figueroa - Parent	Parent or Community Member
Maria Dorado - Parent	Parent or Community Member
Alicia Briseno - Secretary	Parent or Community Member
Arcelia Moreno - Parent	Parent or Community Member
Faviola Zarate - Parent	Parent or Community Member
Ruby Perez - Parent	Parent or Community Member
Beatriz Guerrero - Teacher	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Silvia Mend

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Tauvia Harrigan

Principal, Tauvia Harrigan on 8/31/2020

Lorenia Figueroa

SSC Chairperson, Lorenia Figueroa on 8/31/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019