School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charlotte N. Werner Elementary School	36-67850-0116483	October 1, 2020	October 21, 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
Comprehensive Support and Improvement

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

Currently, each Rialto Unified School Plan, meets all ESSA requirements as they have been embedded in the current template and are part of our process. For example, Werner Elementary School completed a systematic needs assessment and based on the analysis of that data, included evidence-based actions under each strategy. In addition, each school - including Werner Elementary School -has included the three main goals from the district's LCAP - in the areas of student academic achievement, conditions for learning, and engagement for parents and students - thus ensuring a tight alignment to the district's LCAP.

Table of Contents

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).

Disclaimer-This survey information was collected during distance learning and no further data has been collected.- Parents participated in Learning Continuity Plan survey and Distance Learning Survey. 63% of parents stated that their child will need at least a little bit of extra help or more when they return to school in the fall. Most parents are having a positive experience with Distance Learning. English Learners (EL) parents took a Needs Assessment Survey. Some concerns include English Learners parents survey results included 59% of parents say that parent communication is in a language they understand, 47% understand the ways they can be involved academically with their child, and 29% state that they do not understand their child's need to Reclassify and exit the English Learners program. EL Parents also state that their greatest needs to be more involved in their child's education are on-line resources provided for the school (60%), homework and grades on-line(62%) and parent workshops (44%). Parent workshops covering instructional strategies and using technology were requested. Students took a Learning Continuity Plan survey. 24% of students stated that need extra help with Distance Learning. 74% were extremely or quite happy with Distance Learning. Teachers took a Distance Learning survey. They stated that parents need more technology training and that they need more support, specifically for our EL and RSP students.

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 classroom observations are conducted continually by Werner administration.   District administration conducts informal classroom observations several times throughout the year as well. Formal observations are conducted at least twice a year for teachers on the evaluation cycle. Informal and formal observations provide evidence that Werner Elementary teachers are providing lesson plans and activities that are aligned with the Core State Standards. The goal of Werner Administration is to create a climate where classroom observations support Cultural and Linguistic Responsive Learning, (CLR) in teaching and learning, literacy, SEL, and emphasis on the six C's (Communication, Collaboration, Creativity, Culture, Connectivity and Critical Thinking).

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)

During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year. In this case, data was reviewed using the iReady data collected in the Spring of 2022 and reading assessments completed by teacherrs.. Student interventions are based on performance on the state testing, district and site-level formative assessments. This year, state testing data is unavailable so we are relying primarily on district assessment data such as iReady. Site assessments are directly tied to common Core State Standards. At the end of each unit, as well as each trimester, students are given specific grade level district assessments, based on state standards, that determine areas of proficiency as well as deficiency. District and site personnel coordinate services to students through these periodic assessments, and modify or adjust the school program to ensure coherent daily educational experiences, through ongoing dialogue and continual review of student progress as determined by district criteria. Staff meetings and instructional conferences are held frequently to analyze data and adjust instructional programs. Grade level teams meet twice a month in Professional Learning Communities to use the results of assessments to guide instruction, as well as to design and develop intervention for students on an ongoing basis.

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

The focus for all of Werner's professional learning communities (PLC's) is student learning based on essential standards. All student data is analyzed through the use of Illuminate, iReady and site created data spreadsheets. All teachers, administrators and support personnel have access to the student data. Only administration has access to view the data for all students. The remaining teachers have access to only the students enrolled in their classes. Data from formative assessments, Social Studies and Science writing prompts, the ELPAC, student CAASPP scores, and iReady scores, as well as individual assessments is analyzed through our PLC's. The results of the data assists in monitoring student progress towards all students meeting grade level proficiency on the Core standards. Students and parents are informed of progress via site created data chat forms.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff meet requirements for ESEA. This year, professional development will be focused on Reading, CLR and Social Emotional Learning experience for students and parents, as well as on programs that will continue to support students. 12 teachers have participated in the USC reading certification process offered through district.

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

Numerous trainings are offered to teachers to support Math and ELA on staff development and on staff meeting days. Minimum days are set aside for teachers to have professional development from site instructional strategists or administration.

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

Staff meetings, minimum days, and school-wide staff development days include teachers, classroom aides, and other school staff, to focus on school improvement in relation to the common core state standards, 21st Century Learning instructional shifts, and the use of iReady and ESGI assessments to guide instructional decisions. Staff development is also focused on strategies for differentiation in order to provide students with greater access and interaction with the curriculum. Staff Development has been provided in the use of standards-based textbooks and District approved supplemental resources. Teachers need training and materials on reading, cultural competencies and learning styles for diverse learners, so a team of teachers is receiving training on Culturally and Linguistically Responsive Teaching. Regular teacher observations and conferences are held to provide instructional feedback in the areas of reinforcement and refinement, and focus on the essential elements of instruction. These observation conferences are utilized as an arena for individualized professional development.

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

3 Bilingual Bi-literate Instructional Aides is at Werner five days per week to support both EL students and SEI teachers in their understanding and implementation of the ELD standards. The District also provides multiple instructional and EL strategists for instructional support. Werner has two Instructional Strategists that models lessons, assists in planning, and helps to explain the management strategies needed to access the Core Standards correctly. Instructional Strategists also split their time between student intervention and teacher coaching. We have also added this school year, 5 Reading Specialist. 1 Reading Specialist for the fist grade along with a coteaching classroom. 2nd and 3rd grade both have two reading specialist assigned to assist with tier 2 and tier 3 students.

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

All teachers meet with their grade level teams at least twice a month for 60 minutes as part of a Professional Learning Community. During these meetings, teachers analyze the results of common formative assessments to drive instructional decisions including what skills need to be reinforced and which students need either extra support or enrichment activities.

Teaching and Learning

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

Rialto Unified School District's Board of Education has Common Core State Standards for English Language Arts, and Mathematics, and California State Standards for History-Social Science, and Science as its core curriculum. In addition, the District has an articulated curriculum for Visual and Performing Arts based on the most current state framework. Staff Development has been provided in the use of standards-based textbooks and the supplemental resources. Additional staff development is provided to deepen teacher understanding of the common core state standards as well as the instructional shifts and depth of knowledge required of these standards. WE have also began to have expectations around the Health and Wellness education.

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

Werner complies and monitors implementation of instruction time for the core-adopted programs in ELA and Math. Teachers in grades 1-5 follow a daily schedule that accounts for each instructional minute; a minimum of 2 ½ hours is spent on Reading/English Language Arts and one hour of instructional time is committed to Math. Grades 4 and 5 have 311 total instructional minutes, grades 1 through 3 have 289 minutes, and Kinder has a total of 201 minutes. Beginning in February of 2022, kinder students will have the opportunity to attend all day kinder classes for a total of 296 minutes.

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

Rialto Unified School District teachers follow a multi-curriculum pacing guide which delineates anchor and target standards as well as suggested assessment dates. Specific, targeted intervention is provided for under-performing students by Classroom teachers, Instructional Strategists and Reading Specialist. At least 45 minutes per week is allotted for i-Ready instruction in Math and Reading for intervention purposes. For students needing extra support, Imagine Math and Fountas and Pinnell Reading programs have been purchased. Students who demonstrate academic growth and progress will be celebrated.

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

The list below outlines the District's adopted texts for each subject area, aligned with the state standards.
ELD- Wonders
English/Language Arts -Wonders, SIPPS, District Created Curriculum, LitPro
History/Social Science - Studies Weekly
Mathematics for K-5 - Go Math! Houghton Mifflin/Early Learning Math
Physical Education - SPARKS
Science - Harcourt School Publishers Harcourt Science, Mystery Science
Supplemental materials include: Mc Graw Hill Wonders Reading, ESGI, and Accelerated Reading, teacher/PLC created materials developed from the standards-aligned curriculum are all designed to allow ALL students access to the curriculum, based on individual needs and performance on district assessments, as well as common formative assessments.

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

Werner uses the Fountas and Pinnell reading intervention program, SIPPS program and Read Naturally in all grade levels. Our site has a school-wide license for i-Ready instructional programs.

Opportunity and Equal Educational Access

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

Werner is an MTSS school that provided extra support when needed for students not meeting their grade level expectations. At-risk students are identified using district assessment reports, progress reports, and report cards. At-risk conferences are held between the administrator, the classroom teacher, parents, and support personnel to identify resources and design programs to support and assist the struggling students. Teachers meet in grade level teams, as well as vertical teams of Professional Learning Communities, a minimum of two times a month to discuss students performing at risk. Common formative assessments are developed to assess student learning, proficiency towards grade level standards, and deficiencies. Each grade level has specified "intervention blocks" of time to provide intervention for identified at-risk students. These intervention blocks of time occur daily for approximately forty-five minutes and provide reteaching and/or remediation of grade level concepts in the areas of Language Arts and mathematics. Intervention Team Meetings occur regularly to address student, teacher, and parental concerns as well as to recommend intervention strategies for students who have been experiencing difficulties within the regular educational program. Strategies employed include: but are not limited to:

- Small group instruction
- Intervention groups
- Collaborative instruction within the classroom setting
- Differentiated materials
- Peer, parent volunteer tutoring
- Leveled reading materials
- Additional in-class small group instruction

*Individualized Data chat and goal sheets

The delivery of the core curriculum differs for these students in areas such as format, approach, or mode of instruction, including, but not limited to, the following:

- Length of instruction - previews, reviews, short segments, frequent summaries, pre-testing, and post-testing, compacting, tiered assignments
- Small group and individual instruction - skill based, need-based, interest based
- Enrichment opportunities and study trips
- Differentiated instruction and materials - graphic organizers, leveled materials, challenging assignments, and tiered instruction
- Written information made accessible on audio and/or videotapes
- Independent use of technology - computers, laptops, internet and software
- Accelerated Reader Program
- SDAIE/SIOP strategies
- Essential Elements of Instruction strategies small group instruction
- Intervention aides
- Multiple modifications and additional opportunities for practice of skills and content knowledge

Evidence-based educational practices to raise student achievement

Teachers meet twice a month to discuss data from teacher assessments, reading records, diagnostic assessments and formative assessments. According to these assessments, students not meeting expected standards receive in-school intervention through re-teaching and/or intervention. In addition, students showing more severe deficiencies will be monitored through the RTI process and provided with the appropriate intervention program based upon their RTI and level of support needed. Parents are notified at every level to increase the support that students are given at home.

Parental Engagement

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

In addition to the texts, curriculum, and purchased supplementary materials that are aligned with the curriculum, the following resources are utilized to support under-performing students:
- Parent volunteers to assist in a small group of one on one intervention
- Bilingual Intervention Aides
- Instructional aides to assist in intervention
- Rialto Public Library
- Web-based sites for remediation, enrichment, and support
- Differentiated materials designed and developed by teachers
- Differentiated materials purchased for leveled reading
- Math manipulatives
- District meetings and focus groups

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)

Family and community involvement takes place at a multitude of levels, our staff believes this is critical for the academic development of our students. Parent volunteers are an integral part of our school community. They assist in a number of ways throughout the school, through clerical duties, tutoring students and working at home on specific projects. Parent education and training programs are provided by school site staff and district personnel in our parent university in order to help parents develop skills, strategies, and techniques to support and/or improve their children's academic efforts and success. The parent involvement program helps parents develop skills to support their children's
academic efforts and social development.

Involvement with parents includes:
- Homework tips in Student Handbook
- Family Nights
- Back-To-School Night
- Open House
- Parent conferences
- Student Study Team Meetings
- Parent Volunteering
- Teacher Newsletters
- School Site Council
- African American Advisory Council
- English Language Advisory Committee
- Read Across America
- Veteran's Day Celebration
- Guy's Night Out
- Science Night
- Red Ribbon Week
- Raising a Reader
- Rialto STEM Cares and Farm to school initiatives

Monthly calendars, parent newsletters, Think Together newsletters, and classroom newsletters are sent out regularly to keep families aware of ongoing areas of study. Parent and teacher conferences are held formally in the fall, and as needed throughout the year. Monday communication envelopes, flyer reminders, and weekly newsletters sent by the classroom teachers are avenues by which parents and teachers relay important information to each other about their students. The school works constantly to build consistent and effective communication between home and school through the principal's newsletter, Parentlink, Remind, Class Dojo, the school's website, and flyers and bulletins.
Consistent and effective communication between the home and school includes:
- Monthly School calendars
- Teacher Newsletters
- School Web site, Instagram and Werner YouTube channel
- Monday-Friday morning announcements
- Student handbooks
- Remind
- Blackboard messages
- Parent/Teacher conferences
- Class Dojo

The School Site Council (SSC) provides critical support to school leadership. The School Site Council monitors curriculum implementation and the spending of categorical funds. These

committees strive to maintain a high quality learning environment for all students. Additional advisory committees also provide opportunities for parent leadership. Through the English Learner Advisory Committee, parent representatives keep the bilingual community informed of school and district policies, as well as programs. Through the African American Advisory Council, parent representatives keep the African American community informed of school and district policy, as well as programs. Parent and community members are consistently invited and encouraged to serve on school site committees that support the overall goals and vision for the school.

Funding

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

Werner is an Muti-Tiered Systems of Support (MTSS) School and when students are not meeting grade level standards, they are recommended for academic and social emotional supports. Tier Two supports include close and frequent progress monitoring, supplemental evidenced based curriculum and smaller differentiated groups. After several cycles are attempted with these set of interventions, and very little success is made, student is deemed Tier 3 and a more strategic approach is taken with students having one on one guidance. After a thorough assessment of attempted interventions and levels of academic functioning, a student may be assessed for a special education condition when all other interventions have proven unsuccessful. Students are enrolled in special education programs if they qualify for services under state and federal guidelines. Special Education staff in constant contact with regular classroom teachers to monitor progress and prevent potential problems. Additional help is provided by instructional aides who assist teachers in classes where there is a high concentration of students with special needs.
Instruction is provided through the following models:
- Collaborative instruction within the classroom setting,small group instruction,
- One-on-one assistance as specified in the IEP,
- The use of instructional aides to support students in the general education classrooms,
- Differentiated instruction and/or materials,
- Multiple modifications in curriculum, content, and assessments,
- Home-school activities.

Instruction for the second language learners is augmented with the Reach program. Intervention aides meet with the ELD students to support the classroom curriculum and to assist in English Language Development. Intervention blocks of time are utilized to further reinforce grade level concepts for the children with special needs, as well as the second language learners.

Fiscal support (EPC)

Aside from general fund monies, Werner receives fiscal support to emphasize ELA and Math math proficiency and growth for all of our students through LCAP, Title I, LCFF/Title I, Supplemental/Concentrat - EL Monies, Low Performance Student Block Grant, Site Discretionary, Step Up Attendance Recovery Funds, ASB fundraisers, community partnerships, and parent donations.

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

Teachers, parent , community input was gathered via grade level meetings, parent meetings and survey data.

Resource Inequities

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

Due to the national pandemic, there has been district initiative on hiring additional staff and positions like instructional assistants, teachers, and noon duty aides. In addition there is a lack of funding for additional Instructional Aides in the classroom for Tier 2 and Tier 3 intervention purposes. Students continue to lack so we consistently loan computers to our students. Many students also lacked access to the internet and Hotspots needed to be passed out to parents.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	132	132	103
Grade 1	150	126	126
Grade 2	112	150	126
Grade3	150	116	148
Grade 4	116	154	117
Grade 5	175	127	165
Total Enrollment	835	805	785

Conclusions based on this data:

1. Student enrollment has declined every year for the past three years.

2. African American and Hispanic/Latino populations have declined significantly over the past 3 years.

3. Hispanic/Latino students continue to represent the largest subgroup of students, making up about 80% of the 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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	210	197	181	25.1%	24.5%	23.1%
Fluent English Proficient (FEP)	103	89	66	12.3%	11.1%	8.4%
Reclassified Fluent English Proficient (RFEP)	55	6	3	20.3%	2.9%	1.5%

Conclusions based on this data:

1. The number of reclassified students has decrease significantly this past year with a decrease in 17.4%.

2. The number of English Learners has decreased by 6.6% over the past three years.

3. Werner's population of English Learners has been at least 24.5% of the student population for the past three years.

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

PUPIL OUTCOMES

LEA/LCAP Goal

Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

Goal 1

All Werner students will demonstrate readiness for higher education, career and life in the 21st Century by providing an integrated MTSS program that addresses individualized student achievement data in English Language Arts and Math using a tiered approach developing the "whole Child". During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

Overall performance of students scoring "On grade level" or "Above Grade level" in 3rd - 5th grade will increase by 15%

3rd grade from 35% to 50% in overall performance (Spring 2022) and for "Typical growth" 45% (Spring 2022) to 60%, and the remainder of students will make at least a year's typical growth (Spring 2023).
4th grade from 22% to 37% in overall performance (Spring 2022) and for "Typical growth" 43% (Spring 2022) to 58%, and the remainder of students will make at least a year's typical growth (Spring 2023).
5th grade from 25% to 40% in overall performance (Spring 2022) and for "Typical growth" 43% (Spring 2022) to 58%, and the remainder of students will make at least a year's typical growth (Spring 2023).
African American students from overall performance 25% to 40% and for "Typical Growth" 49% (Spring 2022) to 64%, and the remainder of students will make at least a year's typical growth (Spring 2023).
English Learners students from overall performance 16% to 31% and for "Typical Growth"33% (Spring 2022) to 48%, and the remainder of students will make at least a year's typical growth (Spring 2023).
Students with Special needs from overall performance 6% to 21% and for "Typical Growth"38% (Spring 2022) to 53%, and the remainder of students will make at least a year's typical growth (Spring 2023).
Using Fountas and Pinnell reading intervention program, all students will progress 2 reading levels.

Identified Need

Supplemental and intervention services need to be provided to English Learners, African American students, and Students with Disabilities in order for them to improve performance on data indicators and to mitigate learning loss during the COVID pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading records scores, i-Ready Overall and Typical Growth Scores	Only 31% of all students were proficient on the iReady Reading Spring 2022 assessment. Only 16% of all student were at grade level in Math on i-Ready.	Overall performance of students scoring "On Grade Level" or "Above Grade Level" in 3rd - 5th grade will increase by 15% (from 31% to 46%)

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. Werner will use the Multi-Tiered System of Support Model (MTSS) for behavioral, socio-emotional, and academic success, including addressing Pupil Learning Loss during distance learning.

1A. To meet the needs of students receiving Special Education services, Foster Youth and McKinney-Vento students Werner will provide:
- Flexible seating options
- to include but not limited to: PO for Walmart, Stater's, etc.
- Privacy Dividers
- Lap Desks
- Headsets with microphones
- SEL Kit / Trauma informed approaches
- Mentorship opportunities
- SEL services
- Additional opportunities for inclusivity

1B. To meet the needs of Multilingual and English Learners, Werner will provide:
- Mentors/partnership with organization
- Latino/English libraries
- Headsets with microphones
- Intervention and Tutoring support
- Latinx mentors with Tier 2 and Tier 3 students

- SEL support
- curriculum and online programs targeted for Specific skills
- tutoring and interventions services and programs

1C. To Meet the needs of African American Students Werner will provide:
- African American Boys- Tutoring, intervention and SEL support
- Mentorships with community organizations like CCC and STEMulate learning
- African American Girls-tutoring, mentoring and SEL
- Library Books and other culturally responsive curriculum
- Culturally and Linguistically Responsive Instruction
- Data Discussions/goals

1D. To meet the needs of Lower Socioeconomic students Werner will provide:
- Student supplemental instructional support, virtual and on location study trips, t-shirts
- Educational Plans for each student
- Extended year opportunities
- SEL supports like Break boxes/components
- Yoga, breathing, other SEL/CRRI strategies
- Tier 2 and 3 -mentors and SEL support
- Study trips and presentations relevant to learning like Outdoor learning (Kinder-Greenspot Farms, 1st, Santa Ana Zoo, 2nd- Discovery Center-Irvine, 3rd Aquarium of Pacific, 4th Ca Science center, 5th Outdoor Science Camp)
- Expansion of Outdoor Learning Lab

1E. Teachers will provide intervention including using Fountas and Pinnell Intervention, Lit League for at-risk students in Tier 2 during and After School and/or Saturday Academies in ELA and Math

Targeted Students Are:
- English Learners (EL) Students
- African American Students
- Students with Special Needs

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)
25,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary Extra Duty (1000 & 2140)

5,600	Title I 3000-3999: Employee Benefits Certificated Benefits 3000s (1000 & 2140)
3,000	Title I 5000-5999: Services And Other Operating Expenditures Print Charges 5712
5,000	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures SEL/ CRRI Strategies
20,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Classroom Supplies and Material
10,000	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Intervention for EL Students
45,000	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Intervention/Tutoring & Mentorship for targeted under served students like African American, Spec. Ed and EL students
39,000	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Contracted provider of targeted academic support for tier 2 and special populations

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

2. Technology will be incorporated in classroom instruction, including evidence based supplemental resources that enhance instruction.

2a. In support of differentiated instruction and to maximize student engagement in ELA/Math: Wonders, iReady, AR 360 , Imagine Math Facts, Imagine Math, LitPro, ESGI, Starfall, Nearpod, Seesaw, Flocabulary, etc.

2b. In support of our intervention students in Tier 2 and 3 reading programs like Read Naturally Live will be purchased and reading instruction will be provided by Reading Specialist and retired teachers.

2c. Programs used to support all students in Science and History will be include Mystery Science, Pear Deck, Google Classroom, Quizlet, Kahoot, and Boomcards

2d. In support of STEAM: STEM related software, Brain Pop, Maker's Space area, virtual goggles, ZSpace Virtual Reality Lab, Expansion of Outdoor Learning Lab

2e. To support English Learners identified as Newcomers, a supplemental computer based programs will be purchased, along with mentorships and other contracted supports as needed.

2f. To support McKinney-Vento and Low Socioeconomic Students: Hotspots and any other supports needed for success or access like tutoring, online intervention programs

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)
12,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Auxiliary items for Title 1 equipment and technology
15,000	Title I 4000-4999: Books And Supplies Online program for English Learners
2,000	Title I 4000-4999: Books And Supplies Maintenance or replacement of Title 1 technology to include but not limited to lap tops, chrome books and iPads
3,104	EL Supplemental 4000-4999: Books And Supplies Curriculum for English Learners
10,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Technology Supplies
3,000	Title I 4000-4999: Books And Supplies Print Charges 5712
2,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted Provider of Alternative support

20,000	Title I 4000-4999: Books And Supplies Software/technology to provide programs
9,000	Title I 5000-5999: Services And Other Operating Expenditures License renewals- AR 360, ESGI, iReady, Brain Pop, Imagine MathFacts, Starfall
6,000	Title I 4000-4999: Books And Supplies LCD projectors and ELMOS

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. Instructional Strategists, bilingual instructional aides, and Reading specialist will provide supplemental support using programs like SIPPS, Guided Reading and Read Naturally Live to the ELA/ Math program of instruction in Tier 2 and Tier 3 and to EL students.

3a. Teachers will assess students using Running Records to provide small-group instruction and collect student data including, but not limited to using Fountas & Pinnell Benchmark Assessment system.

3b. Substitute coverage will be provided for teachers to assess students using Running Records and collect data.

3c. Instructional materials will be purchased for Tier 2 and Tier 3 support including culturally and linguistically responsive books.

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

Amount(s)	Source(s)
4,000	Title I 1000-1999: Certificated Personnel Salaries Substitute coverage
859	Title I 3000-3999: Employee Benefits

	Substitute benefits
5,000	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures
5,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies
30,000	Title I 4000-4999: Books And Supplies Running Records Benchmark Assessment System

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students, African-American students, Students with Special Needs

Strategy/Activity

4. Summer Academy (summer interventions), Saturday school and extended day academies and activities will be offered to support students to increase student achievement to mitigate learning loss and foster advanced academic achievement.

Invitations to Extended Year Summer School will be based on 3rd quarter grades, formal and informal assessments, and assessments such a iReady, ELPAC, and CAASP test results. Invitations for extended day supports will be based on data from CFAs, school wide assessments, running records, etc.

Targeted students:
- EL students
- African-American students
- Students with Special Needs
- Foster youth

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)
20,000	Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries Certificated Staff, Salary,and planning time extra duty
7,000	Title I Part A: Targeted Assistance Program

	3000-3999: Employee Benefits Certificated Staff Benefits
1,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Supplies
1,000	Title I Part A: Targeted Assistance Program 5800: Professional/Consulting Services And Operating Expenditures Training
3,000	EL Supplemental 1000-1999: Certificated Personnel Salaries Intervention for EL students
700	EL Supplemental 3000-3999: Employee Benefits Benefits

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

English Learners, African American Students, Students with Special Needs, Foster youth

Strategy/Activity

5. Classroom instruction will be differentiated using frameworks like but are not limited to Universal Design for Learning and Project-Based Learning.
- Outside materials/furniture
- taller tables for science experiments

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

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Materials
2,000	Title I 4000-4999: Books And Supplies Non-Fiction Books

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

6. Educational study trips/ in person and virtual study trips and assemblies (including virtual assemblies) to extend students' understanding of science and related phenomena or relate to applicable content standards and extension of the curriculum. Using Heath Education standards, students will be encouraged to utilize outside classroom environments for learning like the Exploration room, Movement Center, Werner Garden, and the Carbon forest area.

6a. For STEAM, include outside learning experiences, study trips can include: the zoo, the farm, the apple orchard, CA Science Museum, Natural History Museum, Aquarium of the Pacific, Discovery Museum, Whale Watching or any activities/curriculum fostering an understanding of environmental sustainability

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)
6,000	Title I Entrance fees
6,000	Title I Transportation
10,000	Title I 5000-5999: Services And Other Operating Expenditures

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

7. Student Study Team (SST) meetings will be scheduled for teacher to collaborate and problem solve new strategies to improve instruction for at-risk students receiving D's or F's on their report cards, students who are not demonstrating adequate progress based on school data, and for students whose behavior limits their ability to succeed in the classroom.

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)
1,500	Title I 2000-2999: Classified Personnel Salaries Substitutes for teacher release
350	Title I 3000-3999: Employee Benefits Classified benefits

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

8. Additional Instructional Support will be provided to at-risk students through the use of instructional staff and outside resources to provide additional daily support during literacy and math intervention focused on TIER 2 and Tier 3 Support (RTI).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I 2000-2999: Classified Personnel Salaries Classified Staff Salary,and planning time extra duty
950	Title I 3000-3999: Employee Benefits Classified Staff Benefits
1,000	Title I 4000-4999: Books And Supplies Books and Instructional Supplies

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

9. Monthly supplemental support will be provided to acknowledge student progress who meet their goals in Math, ELA, and behavior using iReady, IAB, Imagine Math data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I Supplemental Support

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

Strategy/Activity

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

Amount(s)   Source(s)

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

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year. The

implementation of Standards Based grading and Essential standards have been slowly implemented due to the effects of the return from distance learning.

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

Overall performance of students scoring "On grade level" or "Above Grade level" decreased by 10% from 41% to 31% in ELA and in Math from 25% to 16% scoring "On grade level" or "Above Grade level"

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.

We are continuing to implement the Multi-Tiered System of Support (MTSS) this year for all students with an emphasis on addressing pupil learning loss attributable to school closures and a virtual return to school. Specific strategies can be found in Goal 1/Strategy 1.

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

Conditions for Learning

LEA/LCAP Goal

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

Goal 2

Werner will ensure all students are provided with access and opportunities for increased achievement as supported by professional learning communities focused on building and improving instructional practices.

100% of all certificated staff will attend professional development opportunities to improve instructional practices steeped in developing the "Whole" child in Core Content areas, particularly Reading, Culturally and Linguistically Responsive Instruction (CLR), and Multi-Tiered System of Support (MTSS) during the school year. An "At Promise" counselor is needed to assist in meeting the needs of TIER 2 and Tier 3 Students

Identified Need

Teachers need more training in Reading and to be trained in Culturally and Linguistically Responsive Instruction (CLR).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Professional Development Hours by Teacher	93% of teachers attended at least one professional development opportunity during the 2021-2022 school year.	100% of all teachers will complete at least one professional development opportunity for the 2022-2023 school year.
Sign-In Sheets for Sub Committee Monthly Meetings, PLC's and Staff Development		90% attendance rate by teachers at all PD, Reading trainings, CLR and staff meetings for the 2022-2023 school year.

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. All teachers will participate in Professional Learning Communities bi-monthly to analyze current data, monitor student progress, develop common pacing, develop Formative Assessments, share best practices and evidence-based strategies to improve instruction and increase student achievement. This year we will refine the process by Student centered training on note taking tools and providing training for deeper understanding of the process.   Lesson plans will be developed that include SIOP, GLAD, Project based, UDL strategies and Culturally and Linguistically Responsive Instruction for students at risk of not meeting standards.

Subgroups that will be discussed on every agenda include:
Multilingual/English Learners, Students in Special Education Program and African American students, McKinney-Vento students.

Data that will be monitored includes: iReady- trimester, Reclassification- trimester, Attendance Rates- trimester, Common formative assessments, projects, Fountas and Pinnell Reading Record data

1a. Teachers will participate in PLC's and necessary Sub-Committees which meet monthly. Sub-committees include: Culturally and Linguistically Responsive, Grade level Instruction, PBIS Tier 1, PBIS Tier 2, and PBIS Tier 3, MTSS/ Social Emotional Learning, ELA/English Learners/African-American Students, GATE/Science, Math/Technology, EL Task force and Special Education. Substitute coverage will be provided for staff to meet each trimester.

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

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Extra duty for certificated collaboration time and to prepare presentations
450	Title I 3000-3999: Employee Benefits Certificated benefits
1,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Data analysis training
1,000	Title I

	4000-4999: Books And Supplies Supplemental instructional materials needed to access standards identified in PLC's

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

2. Teachers, Administration, Instructional Strategists, and other classified staff , like Think Together, and "At Promise"   will attend or provide ongoing an systematic Professional Development that are offered within and outside of the District and is tied to curricular areas to include, but not limited to: technology integration, reading, writing, mathematics , and science. Information learned will be shared through professional development training, staff development, staff meetings, and Professional Learning Communities.

Multi-Tiered System of Support
1. Restorative Practices
2. Equity Series
3. PBIS Trainings
4. Culturally and Linguistically Responsive Instruction (CLR)

Math
1. California Mathematics Conference
2. GO Math!
3. STEM Conference

Language Arts:
1. SBCSS Conference and Workshops
2. Culturally and Linguistically Responsive Instruction
3. District PD Training
4. Reading/Running Records
5. GLAD Training
6. SDAIE Training

Science:
1. Project Base Learning based on NGSS Standard

Multilingual/English Learners:
1. EL Shadowing
2. CABE Conference
3. Various Language or Multilingual trainings. software, materials and workshops

Technology:
1. Training on purchased engagement software including, but not limited to Nearpod, Seesaw, Boomcards, Flocabulary, Imagine Math, LitPro.
2. Google Classroom

GATE Students:

1. GATE Conference

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

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Extra duty for certificated staff to attend training or prepare a presentation including substitutes
1125	Title I 3000-3999: Employee Benefits Certificated Staff benefits
2,000	Title I 2000-2999: Classified Personnel Salaries Classified staff
625	Title I 3000-3999: Employee Benefits Classified benefits
30,000	Title I 5000-5999: Services And Other Operating Expenditures Off-site conference registration/consulting/professional development
2,500	Title I 4000-4999: Books And Supplies Professional Development materials for training
15,000	Title I 5000-5999: Services And Other Operating Expenditures Travel Expenses

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

EL Students

Strategy/Activity

3.Teachers on the ELPAC assessing team will be provided with substitute coverage in order to administer the ELPAC to English Learners by the deadline. Administration, designated teachers, and support staff will participate in the annual ELPAC Certification training to assist with the administration of the annual ELPAC. They will also participate in Data analysis for English Learners and Professional Development for English Language Development strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	EL Supplemental 1000-1999: Certificated Personnel Salaries Substitutes
646	EL Supplemental 3000-3999: Employee Benefits

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

4. Teaching resources will be purchased and made available to teachers and other staff members to learn enhance instruction and maximize student engagement. • Resources provided may include: • Viewsonic Interactive Displays or Intelligent Boards • Headsets • Additional Monitors • PD Literature • Yoga Dude • Grading Program • 3D Printers

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)
46,000	Title I 4000-4999: Books And Supplies Materials/supplies

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

5. Leadership Team will be given the opportunity to conduct Instructional Rounds and Lesson Studies on campus with a designated administrator and coverage will be provided to teachers. During this time teachers will observe strategies such as engagement strategies, writing across the curriculum, Math, and STEAM.

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)
6,000	Title I 2000-2999: Classified Personnel Salaries Substitutes for Release Time
1350	Title I 3000-3999: Employee Benefits Classifies benefits
2,500	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1,000	Title I 4000-4999: Books And Supplies Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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.

All teachers participated in Professional Learning Communities last year.

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

Not all teachers completed professional development opportunities last year. Not all Professional Learning Community minutes were turned in to administration last year. This year teachers will be trained on several options of evidenced based practices in UDL, CLR, or GLAD to meet the needs of Werner students who have learning loss due to COVID. and distance learning.

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.

Each teacher will be trained in Culturally and Linguistically Responsive Instruction as articulated in Strategy 1.

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

ENGAGEMENT

LEA/LCAP Goal

Rialto USD will create a Community School equipped with resources that is a positive, safe, and engaging learning environment that is student and parent centered.

Goal 3

Werner will create a positive, safe, and engaging learning environment that is student and parent centered through increased parent engagement, Positive Behavior Intervention Supports implementation (PBIS), MTSS, and maintain low recommendations for referrals and suspensions. In alignment with our Strategic Plan, we will have a strong, trusting relationship between staff, parents, students and community members of Werner Elementary School. We will also align our communication systems to effectively include all stakeholders. We will increase parent involvement and participation at a school events and create a positive school community for all stakeholders.

The percentage of parent engagement at school sponsored workshops and surveys will increase by 15% through equitable partnerships.

The percentage of suspensions will decrease from a rate of 1.66% as reported by the California Department of Education for the 2022-2023 school year.

Identified Need

Werner needs to increase parent engagement, and continue to decrease suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates, Parent Meeting Sign-in Sheets	Werner had a 1.66% suspension rate for the 2019-2020 school year.	Werner will have less than 1% suspension rate for the 2020-2021 school year.

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

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

All students, including English Learners and African American students.

Strategy/Activity

1. Increase parent engagement through Parent resource center, community/parent liaison, Parent spaces with strategies on how to assist students with accessing their education, conferences, trainings, virtual and in person workshops and events offered on and offsite geared toward student achievement.

- Provide childcare for parental support classes
- Provide resources and spaces for parents to increase knowledge on supporting students like English classes, parental support classes, and access to reading and math classes

- Provide translation services for parents of Multilingual/English Learners for communication using translation tools and opportunities for the parents to access English

- Time and type of meeting accommodations will be made for parents during parent-teacher conferences, parent meetings, SST's, and other meetings

- Meet one on one with all parents of English Learners to review student data and set goals.

- Meet one one with parents of African-American students to review student data and set goals.

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

Amount(s)	Source(s)
2,000	General Fund None Specified Light refreshments
1,500	Title I 2000-2999: Classified Personnel Salaries Childcare
3,000	Title I 4000-4999: Books And Supplies Technology
1,000	Title I 4000-4999: Books And Supplies Supplies - Books
1000	EL Supplemental 2000-2999: Classified Personnel Salaries Translation
325	EL Supplemental 3000-3999: Employee Benefits Benefits

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

2. In support of our strategic plan, increase staff, parent and community communication through multiple channels.

- School website
- Blackboard
- Parent Newsletters
- Peach Jar fliers
- School wide Class Dojo
- Remind
- Parent surveys
- Master calendar
- Weekly bulletin
- Daily bulletin
- Monitors
- Digital media including Youtube and Instagram
- Google Classroom
- Google Meets
- PBIS signage
- Audio equipment

- Staff member will be trained and authorized to maintain and update the school site web page in order for parents to access school calendar, event information and resources to help support their student at home.

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

Amount(s)	Source(s)
2,500	Title I Part A: Parent Involvement 5900: Communications Supplies
1,500	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Professional Development

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

African-American Students, English Learners, Students with Special Needs

Strategy/Activity

3. Capacity building/Leadership for families.

- To improve outcomes for African-American students, an African American Parent Advisory Council (AAPAC),will be established to seek input and inform parents of learning opportunities and other parent opportunities will be provided.

- To improve outcomes for English Learners, an English Learners Advisory Committee (ELAC) and EL Task Force will be established to seek input and inform parents of learning opportunities.

- Promote and sponsor attendance at District/School sponsored training and other workshops/ conferences for parents such as: Family Leadership Institute (FLI).

- Members and families of Students with Disabilities will have the opportunity to attend parent education training, seminars or conferences.

- Provide workshops to members of the School Site Council have been given the opportunities to review, give input, and consult on this school plan.
- Provide opportunities for students and families to engage through programs like sports or other means for family engagement

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

Amount(s)	Source(s)
1,500	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty
350	Title I 3000-3999: Employee Benefits Certificated benefits
1,500	Title I 2000-2999: Classified Personnel Salaries Classified extra duty
350	Title I 3000-3999: Employee Benefits Classified benefits
500	Title I

	4000-4999: Books And Supplies Materials/supplies
500	General Fund None Specified Light refreshments
3,000	EL Supplemental 4000-4999: Books And Supplies Translation Technology
7,000	Title I None Specified 1. Family Leadership Institute Conference 2. Raising a Reader Workshops 3. STEM Night 4. Small-group literacy using specific reading strategies 5. How to read with children 6. Math Night 7. Family Literacy Night 8. Movie Night 9. Guy's Night Out 10. Muffins in the Morning 11. MAPSS - Math academy for parent and sudent success 12. Donuts with Dudes 13. Art/craft Faire 14. Movie Night 15. Fall Festival
3,000	Title I 4000-4999: Books And Supplies Printing

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

4. Identify and provide resources, information and training for parents based upon Parent Surveys and parent feedback/requests, including minutes from parent meetings.

This includes:
a. Increase students' proficiency in ELA and Math through Math/Literacy Nights or Saturday events
b. Interpret data from teachers
c. Identified areas of needed support to enhance EL student language development and academic achievement

d. Homework support
e. Building reading comprehension skills
f. Writing development
g. Build fluency in English
h. Prepare students for the CAASPP Assessment
i. Build Home-school support for Special Needs Students
j. Small group literacy using specific reading strategies
k. STEAM focused activities
l. Parent empowerment training and workshops focused on student achievement and whole child development
m. Project based learning
n. Technology
o. Raising a Reader
p. Prepare students for the ELPAC
q. School Engagement
r. Reclassification Process
Parental and family supports through outside agencies and community organizations and 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)
3,000	Title I 1000-1999: Certificated Personnel Salaries Increase Parent Engagement
675	Title I 3000-3999: Employee Benefits Certificated Benefits
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development
500	Title I 4000-4999: Books And Supplies Supplies
3,000	Title I 4000-4999: Books And Supplies printing

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

5. Promote a safe, positive, drug-free, and peaceful Bully-free school culture through:

- Creating a student council

- Providing opportunities for teachers, staff and students to acquire conflict resolution and restorative practices skills, and motivational strategies, to meet the needs of "at risk" students.

- Staff and Teachers will establish programs/clubs that teach students how to show appropriate social behavior, and reinforce positive social skills to eliminate gender and racial bias including Boys Club and Girl Empowerment Groups.

- Establishing a safe place on campus like the "Wellness Garden", Sensory/Movement/Exploration Room, Sensory Corners, Yoga Room, Outside Learning Lab.

- Expand the whole-child approach with mindfulness, meditation, and/or movement programs.

- Implement Caring Community SEL Curriculum and Panorama SEL Screener
- Support from "At Promise" Counselor, and Community Liaison

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

Amount(s)	Source(s)
2,500	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty
575	Title I 3000-3999: Employee Benefits Certificated benefits
2,000	Title I 2000-2999: Classified Personnel Salaries Classified Extra duty
625	Title I 3000-3999: Employee Benefits Classified benefits
7,400	Title I

	4000-4999: Books And Supplies Supplies/Materials/ Caring Community Curriculum/Panorama SEL Screener
4,000	LCFF Site Discretionary Garden Club Robotics Club Computer Club Diva Reading Club After-School Sports Program Science Academy

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

6. Administration and staff will promote positive school attendance • Provide extra educational opportunities for students with chronic absences to allow for recovery of academic instruction to meet achievement goals with Step-Up Program. • STEAM related Saturday school opportunities • Partnerships with other community organizations • Student incentives by trimester, and monthly

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

Amount(s)	Source(s)
10,000	General Fund 1000-1999: Certificated Personnel Salaries Certificated staff extra duty
2,144	General Fund 3000-3999: Employee Benefits Certificated staff Benefits
5,000	General Fund 2000-2999: Classified Personnel Salaries Classified staff extra duty
1,612	General Fund 3000-3999: Employee Benefits

	Classified staff benefits
1,000	General Fund 4000-4999: Books And Supplies Supplies/Materials

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

7. Invest in Multi-tiered System of Supports (MTSS) for behavior and academic that will build a culture of social competence while rewarding and defining appropriate behavior aligned with RUSD PBIS goals.

- This includes necessary training and workshops from experts for teachers, staff, site coordinator, safety officers, and external and internal coaches needed to develop the socio-emotional whole child.

- As a "Gold" school, Werner will continue to develop and train members of their PBIS team and stakeholders to receive PBIS training under Cohort 3 of RUSD's PBIS implementation plan.

- This will be accomplished through professional development, materials and student assemblies.

- Purchase any and all ancillary materials related to the introduction of PBIS implementation,

- Provide students with "Starbucks " and other Supplemental for supplemental instructional support with the PBIS Rewards program.

- Provide supplemental instructional support to acknowledge student progress in improving behavior.

- Parent, staff and community training

- Participate in public recognition assemblies for positive and perfect attendance.

- Monthly sponsored school events promoting positive behavior and school culture.
- Celebrate and Honor students incentivizing the "Werner Wall of Fame"

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

Amount(s)	Source(s)
3,000	Title I

	1000-1999: Certificated Personnel Salaries Certificated staff extra duty
675	Title I 3000-3999: Employee Benefits Certificated staff benefits
1,000	Title I 2000-2999: Classified Personnel Salaries Classified staff extra duty
325	Title I 3000-3999: Employee Benefits Certificated staff benefits
500	Title I 4000-4999: Books And Supplies Materials and supplies
1,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development
6,000	Title I 4000-4999: Books And Supplies Medals, trophies, awards
6,413	Title I 5800: Professional/Consulting Services And Operating Expenditures Assemblies
10,000	Title I 4000-4999: Books And Supplies PBIS supplemental instructional supports

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

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students enjoyed the student store and school-wide events that promoted positive PBIS behavior.

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 Distance Learning last year and the COVID Pandemic, we did not provide as many parent trainings, parent meetings or provide as much supplemental instructional support to students as we intended to.

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.

Parent communication will include more Digital Media including Instagram, ClassDojo, Parent Newsletter, Youtube, Remind, Instagram and Google Meets as found in Strategy 2.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pupil Outcomes
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Systematic Instruction in Phonological Awareness, Phonics and Sight Words (CORE/SIPPs). Intervention program for students in need of developing phonological awareness. Training grades Kindergarten through 6th Grade	July 2019 - June 2020	Education Services - Liberal Arts and Literacy/ Intervention	Supplemental reading fluency and comprehension program	5800: Professional/Consulting Services And Operating Expenditures	Title I	5,521

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in CONDITIONS FOR LEARNING
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
My Learning Plan - Frontline Technologies Group - Program is used to track professional development district-wide. Program also offers digital professional development through a personalized digital platform.	July 2019 - June 2020	Education Services - Induction/ Teacher Support Services	My Learning Plan - Professional Development software	5800: Professional/Consul ting Services And Operating Expenditures	Title I	1,295
Illuminate Education, Inc. K-12 - Program is used to house student assessment data for teacher and administrator use in disaggregating data to inform instruction.	July 2019 - June 2020	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web-based data management system	5800: Professional/Consul ting Services And Operating Expenditures	Title I Part A: Allocation	5,362

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers, administrators and support staff to implement evidence based instructional strategies. PBIS Coordinator Lead Math Strategist Lead Technology Strategist Lead English Language Arts Strategist Lead Language Development Strategist GATE/AVID TOSA	July 2019 - June 2020	Student Services Math/Science and College and Career Pathways Assessment, Research, Data Analysis and Educational Technology Liberal Arts and Literacy/Interventi on - EL Programs Department	Instructional Coaching and Professional Development Salary and Benefits	1000-1999: Certificated Personnel Salaries	Title I	18,953

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ENGAGEMENT
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Blackboard , Inc. - Parent Link Communication K-12 - Parent engagement tool used to inform parents about school and district events and activities.	July 2019 - June 2020	Communication Services	Contract Parent/Home Communication	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,264
Footsteps2Brilliance, Inc., 5 year agreement pre-K - 5th Grade - Web based program used to develop literacy skills and practice in English and Spanish. Program provides for parents to become in the process of developing literacy with their child.	July 2019 - June 2020	Liberal Arts and Literacy/Intervention	ContractLiteracy/ Parent and Family Engagement	5000-5999: Services And Other Operating Expenditures	Title I	25,105
School Loop, Inc. K-12 - Web-based communication tool used to inform parents about school and district events and increase parental involvement and engagement. Program is also used to house teacher instructional collaboration information and as a communication tool for teachers and administrators.	July 2019 - June 2020	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web based Information Collaboration Tool	5800: Professional/Consulting Services And Operating Expenditures	Title I	746

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	$552,357.00
Total Federal Funds Provided to the School from the LEA for CSI	$180,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$584,728.00

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	$359,697.00
Title I Part A: Parent Involvement	$4,000.00
Title I Part A: Targeted Assistance Program	$180,000.00

Subtotal of additional federal funds included for this school: $543,697.00

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 ($)
EL Supplemental	$14,775.00
General Fund	$22,256.00
LCFF Site Discretionary	$4,000.00

Subtotal of state or local funds included for this school: $41,031.00

Total of federal, state, and/or local funds for this school: $584,728.00

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
Title I	359,697.00	0.00
EL Supplemental	14,775.00	0.00
Title I Part A: Targeted Assistance Program	180,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
EL Supplemental	14,775.00
General Fund	22,256.00
LCFF Site Discretionary	4,000.00
Title I	359,697.00
Title I Part A: Parent Involvement	4,000.00
Title I Part A: Targeted Assistance Program	180,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	12,000.00
1000-1999: Certificated Personnel Salaries	82,000.00
2000-2999: Classified Personnel Salaries	24,500.00
3000-3999: Employee Benefits	27,311.00
4000-4999: Books And Supplies	221,504.00
5000-5999: Services And Other Operating Expenditures	171,000.00
5800: Professional/Consulting Services And Operating Expenditures	20,413.00
5900: Communications	2,500.00
None Specified	9,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EL Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	EL Supplemental	1,000.00
3000-3999: Employee Benefits	EL Supplemental	1,671.00
4000-4999: Books And Supplies	EL Supplemental	6,104.00
1000-1999: Certificated Personnel Salaries	General Fund	10,000.00
2000-2999: Classified Personnel Salaries	General Fund	5,000.00
3000-3999: Employee Benefits	General Fund	3,756.00
4000-4999: Books And Supplies	General Fund	1,000.00
None Specified	General Fund	2,500.00
	LCFF Site Discretionary	4,000.00
	Title I	10,000.00
	Title I	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	46,000.00
2000-2999: Classified Personnel Salaries	Title I	18,500.00
3000-3999: Employee Benefits	Title I	14,884.00
4000-4999: Books And Supplies	Title I	166,400.00
5000-5999: Services And Other Operating Expenditures	Title I	67,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,913.00
None Specified	Title I	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,500.00
5900: Communications	Title I Part A: Parent Involvement	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	20,000.00
3000-3999: Employee Benefits	Title I Part A: Targeted Assistance Program	7,000.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	48,000.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	104,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Targeted Assistance Program	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	355,063.00
Goal 2	121,196.00
Goal 3	108,469.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Margarita Vega	Parent or Community Member
Karina Ybanez	Parent or Community Member
Antoinette Ginger Bedolla	Parent or Community Member
Lupita Cocroft	Parent or Community Member
Tina Hudson	Parent or Community Member
Riegeana Collins	Other School Staff
Sheri Garcia	Classroom Teacher
Caroline Lillibridge	Classroom Teacher
Fernando Navarrete	Classroom Teacher
Ayanna Ibrahim-Balogun	Principal
Leslie Theroith	Other School Staff

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

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
	English Learner Advisory Committee
	Other: African American Parent Advisory Council

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 September 22, 2021.

Attested:

Principal, Dr. Ayanna Ibrahim-Balogun on October 1, 2021
SSC Chairperson, Margarita Vega on October 1, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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