

# 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
Harding University Partnership School	42-76786-6045850		May 21, 2019

## Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to outline HUPS' goals in conjunction with the SBUSD's LCAP. By continuing the facilitation of a Multi-Tiered System of Support in Balanced Literacy, a Multi-Tiered System of Support in Social and Emotional Learning and growing in our powerful partnerships with the University of California at Santa Barbara and the Santa Barbara Alliance for Community Transformation we will continue our upward trend of academic success by closing the achievement gap of our disadvantaged and high need students. Using a systematic on-going assessment and monitoring plan, we are committed to meet the needs of all students. Our pedagogy of the International Baccalaureate Program provides a rigorous, high quality educational program of international mindedness, inquiry and action. To support teachers efficacy and growth in best practices, professional learning has been rich and will continue to include district wide initiatives as well as IB expectations.

## 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**

Our English Language Advisory Committee evaluated and made recommendation on February 6, 2019. ELAC reviewed the final document 5/ /2019Our School Site Council evaluated and made recommendations on February 26, 2019. Our Site Leadership Team evaluated and made recommendations on February 27, 2019. School Site Council reviewed the final document May 6, 2019.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

Challenge students, teachers and parents to think critically, confront bias, build empathy, and design culturally responsive educational and social experiences through the lens of IB Learner Profile, as measured by California Healthy Kids survey.

### Identified Need

School Site Council looked at our CHKS data and identified that some of the lowest scores from students were in the area of "Students meaningful participation" at 51% which is significantly improved from our 17-18 data of 22% albeit continues to be a concern. In the Parent survey under Cultural Sensitivity, the lowest measure (54%) was found in the area of "Racial Conflict Not a Problem". This identified the need to refocus instructional efforts our IB Pedagogy of Student - Driven Inquiry and International Mindedness.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student self-reports of meaningful participation	Overall: Student meaningful participation at 51% as measured on CHKS	Overall: Student meaningful participation at 56% as measured on CHKS
Distance from Standard in ELA and Math in CAASPP	Overall: ELA -34.6 and MATH - 65.4 TALK ABOUT SUBGROUPS	Overall: ELA -19.6 and MATH - 50.4
Student School Connectedness	Overall: 78%	Overall: 80%
Parent School Climate Survey "Racial Conflict NOT a Problem"	Overall: 54%	Overall: 56%
Learner Profile Survey for Parents	Establish a baseline	Monitor Progress

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

PLC inquiry cycles to plan individualized instruction to achieve improvement across the disciplines using inquiry, communication and critical thinking skills to elicit critical thinking to access cultural awareness and diversity through embedded teacher release time for professional collaboration (TK - 6th, learning rounds and vertical teams).

### 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 2

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

International Baccalaureate Level 1 - 3 and Lucy Calkins Professional Development workshops to bring back best practice to teaching and support staff

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7500

Title I - 3010

1851

Supplemental/Concentration Grant - 0790

### 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

Assure that teachers, students and parents are reflecting on their personal growth in the Learner Profile every 4-6 weeks during the Monday Informational Tables with the support of parent leaders and FSA Family Support Advocate who will support the implementation of a Learner Profile Parent self assessment survey three times a year to deepen understanding and school connection

### 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 4

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Implementation of a fully developed Multi-Tiered System of Support - Positive Behavior Interventions and Support Strategies and Social Emotional Learning (MTSS/PBIS) for ALL students through our partnership with UCSB and SB ACT in order to access academic learning

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Continue implementation of PBIS "break protocol" throughout the year through coaching (Joe Newman / Raising Lions) and during staff meetings

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Counseling team coordinating with UCSB to oversee interns to provide tier 2 Friend's Groups.

### 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 7

### Students to be Served by this Strategy/Activity

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

All students based on need

### Strategy/Activity

School site Psychologist working with Parent Leadership Team to develop culturally proficient parent trainings tailored to our parents needs - 1. Sibling Rivalry, 2. Dealing with difficult behaviors

### 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 8

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

School-wide use of the Leveled Reading Library to afford cultural and relevant connections to reading instruction and literacy workshop.

### 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 9

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Yard Duty Personnel to ensure that safety and the Learner Profile is being honored during recess and lunch recess using the IDEAL "Power of Play" protocol

### 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: 2018-19

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

## ANALYSIS

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

The above goals are planned to wrap around students in order to create a meaningful and successful school experience. As measured by both the California Healthy Kids Survey, students are feeling more connected and successful in school up from 48% in 17-18 to 78% in 18-19. The CAASPP data continues to trend up with all subgroups increasing significantly in ELA and most subgroups increasing significantly in Math. Our IB Evaluation identified a "matter to be addressed" in teacher IB professional development. Our students current CHKS data (51% Student Meaningful Participation up from 22% in 17-18) indicates a need to continue to support teacher and student efficacy through providing professional development to improve inquiry driven practices as well as a global mindset. The PLC wheel gives teachers time during the week to work with our IB Coordinator to refine and augment current units of inquiry to include a broader emphasis on inquiry, student efficacy and a global mindset. In addition our Yard Duty personnel will be trained and supported through UCSB's Power of Play protocol to support students in developing strategies to self initiate problem solving so that learning will continue outside of the classroom.

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

We have added an additional allocation to be able to send two teachers to NY to be trained in writing through the Teachers College with the intention of bringing back best practice to school staff. We have brought "The Power of Play" to our student leaders, our Yard Duty Staff and our teaching staff to support students in problem solving in real world situations. Through collaboration, parents have specified needed topics for group education and counseling. Our Friendship Groups have increased significantly this year, currently 23 targeted counseling groups school-wide specifically friendship groups, grief group, executive functioning and test anxiety groups with 93 students served between August - March, 13 students exited and 192 students on watch through SSRS, DESSA and CAST identification. The implementation in parent training was altered as an attempt to gain more parent participation. UCSB had intended to bring a "promotores" model of parent training which did not occur.

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.

The increase of more than double (23% from 17-18 to 18-19) of students finding learning more meaningful is correlated to the collective improved student outcomes increasing students individual academic contribution, connectedness and participation. While this data doubled (22% to 54%), it is still a concern and reason for our choice to focus on fidelity in student driven inquiry-based instruction and the IB Learner Profile. Our chronic absenteeism and suspension rates have

remained relatively stable, decreasing slightly, however with full implementation of our social and emotional learning MTSS, the continuation of the break protocol as well as the introduction of the "Power of Play" we anticipate improved attendance and a reduction of suspensions. Parent specified workshops recommended through our Parent Leadership Team to our Social Emotional Learning Team have been implemented to target relevant and meaningful intervention for our families. It should be noted that the CHKS Parent data is much more reliable as 92 parents completed the survey in 18-19 as compared to 11 parents in 17-18 and 39 parents in 16-17.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Increase sense of school safety, school connectedness and meaningful participation by 5% as measured by the California Healthy Kids Survey.

### Identified Need

SSC evaluated de-identified data from CASST (Collaborative Approach Student Support Team), SSRS and DESSA and determined that we have a high percentage of students at moderate to high risk in the area of social and emotional learning verifying the significant need for an increase in Tier 2 intervention through targeted group counseling. They hypothesized that continuing the multi-tiered system of support in social and emotional learning will impact all stakeholders as we focus on supporting the whole child. SSC evaluated the California Parent Survey data and saw that we continue to struggle with parent involvement. We will continue to support families with multiple opportunities to learn how to support the social and emotional needs of their children through district and site workshops.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Sense of Safety	Overall: 80% Above: State Average and last two years	Overall: 82%
Student Sense of Connectedness to School	Overall: 59% Students with a High Sense of Connectedness to School Above State Average and above both prior years statistically	Overall: 64% Students with a High Sense of Connectedness to School
Chronic absenteeism	Overall: Green, decreased by .5% @ 9.8% of 399 or 39 students missing 10% or more of instruction	Overall Green, decreased by 2% @ 7.8% of 399 or 31 students missing 10% or more of instruction
CA School Dashboard Suspension Indicator	Overall Yellow, declined by .6% at 4.7%	Overall 2.7%
Parents Responds to the California School Parent Survey increase by 5%	Overall: 92 Respondents Above 2017-2018 with 11 Respondents	Overall: 97 Respondents Above 2018-2019 by 5 parents

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Near: 1/4 of all Parents	
<p>Parents that Agree or Strongly Agree that:</p> <ul style="list-style-type: none"> <li>this school allows input and welcomes parents' contributions</li> <li>this school actively seeks the input of parents before making important decisions</li> </ul>	<p>Overall: 89% Input Welcome</p> <p>Overall: 75% Seeks Input Before Making Important Decisions</p>	<p>Overall: 91% Input Welcome</p> <p>Overall: 77% Seeks Input Before Making Important Decisions</p>
<p>Parents that:</p> <ul style="list-style-type: none"> <li>served on a school committee</li> <li>attended a general school meeting, for example, an open house, or a back-to-school night</li> <li>attended a school or class event, such as a play, dance, sports event, or science fair</li> <li>served as a volunteer in this child's classroom or elsewhere in the school</li> <li>went to a regularly scheduled parent-teacher conference with the child's teacher</li> </ul>	<p>Overall: 16% Served on a Committee</p> <p>Overall: 76% attending general school meeting</p> <p>Overall: 85% attended events</p> <p>Overall: 56% volunteered</p> <p>Overall: 95 % attended Parent Teacher Conferences</p>	<p>Overall: 18% Serves on a Committee</p> <p>Overall: 78% Attends a general school meeting</p> <p>Overall: 87% Attending Events :</p> <p>Overall: 58% Volunteers</p> <p>Overall: 97% attends Parent Teacher Conference</p>
Moderate to High risk scale on the Social Skills Rating System (SSRS).	Fall data 52% students scoring moderate to high risk	Spring Data 47% students scoring moderate to high risk

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**

Continue weekly commitment and communication from Parent Leadership Team to work with the Family Support Advocate, UCSB liaison and principal to support the parents, community and the classroom through sharing of ideas to meet community 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)

### **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**

Weekly tables run by Family Support Advocate and parent leaders to provide parent communication on both sides of campus for assurance of clear communication and to provide an opportunity for parents to ask questions, take surveys, share concerns and make recommendations.

#### **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)

3483.21

Title I - 3010

### **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**

"Weekly Memo" Parent Square and Web Page Announcements, in Spanish and English, to keep parents apprised of school news and needs as well as a consistent home/school connection.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 4**

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

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

Students with potential Chronic Absenteeism and / or truancy

**Strategy/Activity**

Quarterly individualized meeting with Parents of students with Chronic Absenteeism and Truancy as well as home visits for parents who are unreachable.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**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**

Continue monthly English Language Advisory Council and School Site Council Meetings - as well as District supported Cafecitos, Latino Literacy Project, Parent School Partnership and MALDEF Trainings

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
937.79	Title I - 3010

**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**

Monthly Meetings with SBACT and UCSB to support Tier 2 and Tier 3 social and emotional learning to direct outreach and fundraising focus.

#### **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 7**

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

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

All Students

##### **Strategy/Activity**

Staff has committed to 2 parent educational events and committees have been chosen to represent; Family IB/Literacy Night, Family Science Night.

#### **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 8**

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

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

All Students

##### **Strategy/Activity**

Annual events include, Read Around the World Day and three annual Beautification Days hosted by United Way, Med Bridge and UCSB to school pride and add to school connectedness

#### **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 9**

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

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

All Students

##### **Strategy/Activity**

Monthly Healthy Food Pantry program on the fourth Tuesday of each month organized through SB ACT and Westside Collaborative to support families health and wellness

### **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 10**

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

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

All students

### **Strategy/Activity**

Parenting Strategy Building Classes Requested by Parents and Facilitated by Josefine Eriksson Ed Psych

1. Mental Health General Overview, Topics to Cover, Self Care for Adults
2. Anxiety and Depression in Children
3. Establishing Routines in the Home
4. Sibling Rivalry
5. Managing Challenging Behaviors (PCIT crash course)
6. Setting Up for the Summer Months (ways to support continued learning 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)

## **Strategy/Activity 11**

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

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

All students

### **Strategy/Activity**

Family Support Advocate will continue to support parents in completing the California Healthy Parent Survey

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

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

English Language Learners or Reclassified Fluent English Proficient Students

### Strategy/Activity

Translation Services funded and donated through UCSB's Interpreting in Our Local Schools Program out of the Center of Interdisciplinary Humanities

### 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 13

### Students to be Served by this Strategy/Activity

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

Students with scores indicating a moderate or high risk in social and emotional learning needs

### Strategy/Activity

Counseling team coordinating with UCSB to oversee interns to provide tier 2 Friend's Groups. (currently 25 targeted counseling groups school-wide specifically friendship groups, grief group, executive functioning and test anxiety groups)

### 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 14

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Implementation of a comprehensive safety plan including emergency preparedness, policies and procedures, an emergency operations plan, standard response protocol, standard reunification procedures and specific hazard and threat protocols

### 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 15

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Safety Team trained through the "I Love U Guys" Foundation.

### 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: 2018-19

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

## ANALYSIS

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

There are a number of community partnerships that share our common goal of closing the achievement gap through individualized instruction. Our partnerships with UCSB and SB ACT continue to support both our MTSS and Balanced Literacy and our MTSS in Social and Emotional Learning. Our challenge continues to be in engaging our parent community to attend educational events, we think that by offering workshops and counseling for students and parents we will improve school connectedness and sense of safety. It should be noted that this year we had one fourth (or more due to parents having multiple students on site) of our parent population complete the CHKS making our data much more reliable than prior years. While communication has improved significantly with the weekly parent square memos and the consistency of the Monday Informational tables, we need to continue to work with our partners in creating meaningful and relevant opportunities to bring more parent engagement on site. Our sense of safety across all surveys; students at 85% (up from 77% in 17-18), parents at 89% and staff at 100% is strong. We will continue to implement our comprehensive safety plan executing monthly drills to build and communicate our commitment to ensuring a safe learning environment

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 low attendance, we have chosen to minimize our Family Literacy nights to one, cancel our Family Math night and continue to offer our Family Science Night. With the addition of the District



supported Cafecitos, the Latino Literacy Project and MALDEF we have chosen to cancel Coffee, Tea and the PYP due to saturation of programs. School Psych reached out to parents to get a requested list of topics that they would like to process and develop competency which has resulted in 5 workshops out of the 7 requested to date. Our Comprehensive School Safety Plan and monthly implementation of coordinated drills represents our commitment to ensuring a safe learning environment for our community. Our work with the “I love u guys” Foundation has provided our Safety Team with aligned strategies, protocols and a common language to work with our community partners in safety. This is a district and site level commitment.

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.

Through our UCSB partnership we have added translation as an additional resource, filling a gap for parents, teachers and students. Our UCSB partnership has flourished under the leadership of Dean Milem who is committed to supporting Harding’s three main goals high quality academic (through all three tiers) support, high quality social and emotional learning (through all three tiers) support and in working towards enriching meaningful parent connection at their Partnership School. In addition, at a Partnership Core Committee, we are evaluating the success of these supports with a vision of broadening the university scope into other schools in need. Through the commitment to health and wellness from SB ACT and the Westside Health Collaborative, we have been able to support over 120 students in group counseling. We have witnessed a 5% reduction of moderate to high risk students after each assessment period. We began the year serving about 25 students and increased our capacity to 80 students in February 2019. This is our second year offering the monthly Healthy Food Pantry serving 75 - 90 families. Here our families are also able to access a number of nonprofit Santa Barbara agencies that support health and wellness. As a steering committee member of SBACT, the principal attends a monthly meeting to direct the outreach and fundraising focus. SBACT - as it’s name state is an alliance toward community transformation. Their steering committee, of which the principal is a key member, is committed to supporting health and wellness at Harding School. The participating organizations of the Westside Health Collaborative with SBACT as the backbone organization are; Harding UPS, Cottage Hospital and the Ridley Tree Cancer Center, Cottage Population Health, Partner’s in Education, Medbridge, LLC., Sansum Clinic, Diabetes Center, FSA, CALM, SB Food Bank, SB City Council, SB Neighborhood Clinics, UCSB Department of Counseling, Clinical and School Psychology, The Saint Francis Foundation and Superior Fitness Center . They have and will continue to support our efforts by community funding through annual grants. This is a collaborative commitment to health and wellness on the westside of Santa Barbara.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

7% increase in CAASPP ELA Data in Levels 3 and 4 by focusing on evidence based reading, writing and academic language across the curriculum.

### Identified Need

School Site Council evaluated our student outcome in CAASPP and while students increased significantly in ELA CAASPP in all subgroups, students that are socioeconomically disadvantaged increased by 18.7 as compared to an increase of 33.2 for students with disabilities, an increase of 27.7 for English Learners, an increase of 26.2 Hispanic students and an increase of 21.9 for Students Overall. Through a data driven conversation we the need to continue our multi-tiered system of support in both balanced literacy and social and emotional learning to continue supporting the whole child so that all students can access grade level expectation. Our CCR scores through STAR ELA indicate a continued upward trend in student outcomes with the third STAR window demonstrating a rate of commiserate with the end of year percentage. Site Council expressed a desire to hire 3 more curriculum specialist to emulate the model that we had last year with one specialist pushing into each room during the reading block. Funding currently does not support this.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	Overall ~ Yellow, Status - Low - Increased Significantly 21.9 points, Distance from Standard 34.6 English Learners ~ Yellow, Status - Low - Increased Significantly 27.7 points Socioeconomically Disadvantaged ~ Yellow, Status - Low - Increased 18.7 points Students with Disabilities ~ Orange, Status - Very Low - Increased Significantly 33.2 points Hispanic ~ Yellow, Status - Low - Increased Significantly 26.2 points	Overall ~ Green, Status - Low - Increased Significantly 25, Distance from Standard 5 English Learners ~ Yellow, Status - Low - Increased Significantly 25 points Socioeconomically Disadvantaged ~ Yellow, Status - Low - Increased 25 points Students with Disabilities ~ Orange, Status - Very Low - Increased Significantly 30 Hispanic ~ Yellow, Status - Low - Increased Significantly 25 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, Math	Overall ~ Yellow, Status - Low - Increased 14.1 points, Distance from Standard is 65.4 English Learners ~ Yellow, Status - Low - Increased Significantly 16.7 points Socioeconomically Disadvantaged ~ Yellow, Status - Low - Increased 12.9 points Students with Disabilities ~ Orange, Status - Very Low - Increased Significantly 24.9 Hispanic ~ Yellow, Status - Low - Increased significantly 16.7 points	Overall ~ Yellow, Status - Low - Increased 15 points, Distance from Standard is 50.4 English Learners ~ Yellow, Status - Low - Increased Significantly 17 points Socioeconomically Disadvantaged ~ Yellow, Status - Low - Increased 15 points Students with Disabilities ~ Orange, Status - Very Low - Increased Significantly 25 Hispanic ~ Yellow, Status - Low - Increased significantly 17
CA School Dashboard English Learner Progress Indicator	Overall: 40.9 % of English Learners that Met or Exceeded ELD Standards via ELPAC	Overall: 45 % of English Learners that Met or Exceeded ELD Standards via ELPAC
Number and % of Long Term English Learners (LTEL)	Number:10 LTEL and 32 at risk	Number: 9 LTEL and 30 at risk
Students who read one million words in 1 year as measured by Accelerated Reader	Overall: Mid Year projection 25 students who will read one million words	Overall : 37 Students who will read one million words
% of Students Reading at or Above Grade Level (As of mid-year)	Overall: STAR 2nd - 6th CCR 15%, 22%, 27%, 34%	Overall: STAR 2nd - 6th CCR 22%, 29%, 34%, 41%

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

#### Multi-Tiered System of Support in Balanced Literacy

All classrooms have designated and protected blocks of reading and writing workshop time. All teachers are using the Reading and Writing Units of Study, guided reading and writing, shared reading and writing, phonics instruction and word work, Lexia and Accelerated Reader. Students are assessed regularly through district measures, running records, CORE 5 and BPST to monitor progress.

1. Dyslexia Specialist and Para Educator - Tier 3 ~ Meeting the needs of students who have been assessed and demonstrate characteristics of dyslexia. Teachers work with groups no bigger than 3 for forty-five minutes, five days a week in targeted and explicit instruction using research based curriculum.
2. Curriculum Specialist Lead (6 hrs/day) - Tier 2  
Literacy Team Support Educator (5 hrs/day) - Tier 2 ~ Meeting with students who have not met growth criteria in reading indicated through benchmark and on-going formative assessment. Teachers work with small groups for thirty minutes three to five days a week in targeted and explicit instruction using research based curriculum.
3. Literacy Enrichment Teacher - Tier 2 Provides students who are excelling in reading and writing extension in creative reading and writing projects using nonfiction, real world content to create group projects.
4. Communities Based Literacy - Tier 2 Enrichment available to all 4th grade students to partake in weekly after school field trips to UCSB's McEnroe Reading Clinic where students work with graduate students to hone reading, writing and vocabulary skills.
5. Community Volunteer Reading Tutors ~ Guided by Literacy Lead these tutors work in the classroom to support small group in targeted word work, fluency and comprehension in reading small passages using research based curriculum.

### **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)
44216	Supplemental/Concentration Grant - 0790
15000	Supplemental/Concentration Grant - 0790

### **Strategy/Activity 2**

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

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

All Students in Grades 2 and 4th through 6th

#### **Strategy/Activity**

Lucy Calkins Reading Grades 4 - 6 and Phonics Grade 2 Training - Tier 1

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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### **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**

Teacher leaders to develop a video library of best practice in strategies (DOK 3-4 Academic Discourse, GLAD, Writing Mini-lesson, balanced math) using SLT as models.

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

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

**Strategy/Activity**

General Instructional Materials Appropriation

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

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

All students

**Strategy/Activity**

Classroom Leveled Libraries and Leveled Book Room Replacements

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

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

All students

Strategy/Activity

Newsela Support Material for ELD and guided reading

**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 7**

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

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

All students who are reading

Strategy/Activity

Lexia and Reading Plus 150 licenses granted through the United Way

**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 8**

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

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

All students

Strategy/Activity

Accelerated Reader Millionaire Club Incentives for Reading and Chaucer's Bookstore - Tier 1

**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 9**

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

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

Students in Grades 3 - 6

Strategy/Activity

SBAC Coordinator

**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)

1000

Source(s)

Supplemental/Concentration Grant - 0790

**Strategy/Activity 10**

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

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

All English Language Learners

Strategy/Activity

ELPAC Coordinator

**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)

1000

Source(s)

Supplemental/Concentration Grant - 0790

**Strategy/Activity 11**

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

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

All Students

Strategy/Activity

Computer Lab is open before school for Lexia, Dreambox, and AR Tests  
Library is open 3 days a week after hours for tutoring  
Partnership with San Marcos Student Leadership team to support after school tutoring and AR testing

**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 12**

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

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



All students

Strategy/Activity

Mathematical discourse through aligned routines and structures, specifically number talks and number strings.

**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 13**

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

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

All Students

Strategy/Activity

PLC Learning Rounds for all Teachers

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 14**

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

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

All Students

Strategy/Activity

All teaching staff using the RACE protocol across the curriculum

**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 15**

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

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

All Students



Strategy/Activity

Benchmark scores developed to set goals for testing windows based on grade level

**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 16**

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

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

Students in Grades 3 - 6

Strategy/Activity

Teachers using RACE strategies in conjunction with Interim Assessment Blocks

**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 17**

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

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

All students

Strategy/Activity

Staff to develop a correlation of language in IB Key Concepts and DOK 3 and 4 concepts and vocabulary

**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 18**

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

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

All Students

### Strategy/Activity

Whole school CASST Meetings two times a year 11/2018 and 3/2019 to monitor growth in academics and social and emotional learning. The support team consists of the principal, teachers, all social emotional learning staff, the literacy team, school psychologist, SBACT Facilitator, SPED Teacher, Family Support Advocate

### 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: 2018-19

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

## ANALYSIS

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

Strategies and activities were fully implemented and have contributed to all students and all subgroups on the CAASPP increasing or increasing significantly in both ELA and MATH. Compared to last year, 10 fewer students are at risk to be Long Term English Learners. We have been reclassifying an average of 15% of English Learners annually and are already at 23% in March with two more opportunities (as March data has not yet populated). The systems in place have enabled all teachers time, resources and support in Tier 1, Tier 2 and Tier 3 with the support of our Literacy Team and our Dyslexia Specialist Team. As our scores continue to accelerate we hope to see less students in need of tier 2 and tier 3 support. We will also use our data chats and our trimester CAST collaborative assessment analysis to further inform instruction in both academics and social and emotional learning. While we have increased in all subgroups in math, there is a need to begin structuring some alignment in math routines and structures.

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

After a proof of concept Interim Assessment Math Block in grades 4th, 5th and 6th - we moved forward with using the RACE protocol across the curriculum. The student outcomes from each grade levels pre (without using the RACE protocol) and post (after using the RACE protocol) were so compelling that all teachers agreed upon applying the RACE protocol to provide students with strategies and practice to access DOK 3 and 4. This is a midyear shift from a focus on Close and Analytic Reading to Evidence Based Reading and Writing. Our Site Leadership Plan reflects this shift and we are continually monitoring growth through regular data meetings at the grade level, school wide and the most recent data at our CAST meetings. In addition, a cross curricular natural connection that addresses our need to move toward an MTSS in math will be our work with UCSB and Racheal Lambert to align math number talks and number strings in all classrooms.

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.

The School Site Council expressed a desire to be able to fund a more robust Tier 2 team to be able to have one additional adult in the classroom during one hour of the reading block. This is a system that we were able to facilitate the year before last. At this time, we are able to fund two Curriculum Specialists as opposed to the three that we had this year and the 5 that we have the year before. Upon reflection and the most recent data, Tier 1 literacy instruction continues to be refined through district trainings, application of practice and SLT direction based on data and collaborative understandings. To align with our Alpha pilot in Illustrative Mathematics in 3rd, 4th and 5th grades and to support our Site Leadership goal of evidence based reading and writing, we will assure that number talks are used in all classrooms to stimulate student discourse, critical thinking and mathematical writing.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

Develop 4 benchmark goals for K and 1st grade to move students along the reading continuum throughout the year to increase the percentage of transitional and probable readers by 20% as measured by STAR Early Literacy data.

### Identified Need

School Site Council analyzed Star Early Literacy data to see that only 41% of students grade K - 1st are Probable Readers. With the full implementation of Lucy Calkins reading and writing workshop, our Literacy Coach and principal will work with the K and 1st team to develop benchmark goals for each testing window to move towards an expectation that all 1st grade students can access STAR Reading by the February window and that 80% of all Kindergarten students are transitional or probable readers by the end of the year. Currently K is at 21.5 % We will continue to ensure that all students are supported in both reading and social emotional learning through regular CAST and data meetings. 18.6% (16/86) of our TK-K students are identified as Special Education students. 27% (13/48) 1st Grade students have been identified as students with characteristics of dyslexia and receive Tier 3 intervention in reading. 21% (10/48) of 1st grade students receive Tier 2 intervention in reading making a total of 48% receiving targeted instruction and ELD.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
KSEP	Student Entrance Profile 40%	Student Entrance Profile 45%
Transitional and Probable Readers	41% of students K - 1st are Transitional and Probable Readers in March	61% of students TK - 2nd are Transitional and Probable Readers in March
SSRS and DESSA	SSRS High Risk Students Fall 30% to Winter 21% Moderate Risk Students Fall 28% to Winter 28% Low Risk Students Fall 42% to Winter 51% DESSA	SSRS High Risk Students Fall 30% to Spring 15% Moderate Risk Students Fall 28% to Spring 15% Low Risk Students 42% to 70%
Basic Phonics Skills Test - BPST III	BPST score of 30 for Kindergarten and 50 for 1st grade by the end of the year	BPST score of 40 for Kindergarten and 60 for 1st grade by the end of the year
Core Masi	1st Grade Core Masi Fluency 30 WPM in Winter	1st Grade Core Masi Fluency 65 WPM in Spring

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)

TK and Kindergarten students

#### **Strategy/Activity**

Additional Support for TK classroom as made available through Kindergarten Support Institute through the United Way Grant

#### **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 2**

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

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

TK, Kindergarten, 1st grade students

#### **Strategy/Activity**

Benchmark goals for each testing window to move towards an expectation that all 1st grade students can access STAR Reading by the February window and that 80% of all Kindergarten students are transitional or probable readers by the end of the year.

#### **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 3**

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

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

All students

#### **Strategy/Activity**

MTSS in Social Emotional Learning in coordination with SBACT and lead facilitator to provide a consolidation of services of FSA Family Advocate, CALM Counselors (70 hours a week) UCSB Interns to support Friendship Groups, Anxiety Groups, Executive Functioning Groups, Grief Groups serving in TK, K and 1st grades assessed as "in need" based on DESSA, SSRS and CASST.

#### **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 4**

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

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

TK/K and 1st Grade students

Strategy/Activity

Leveled Readers for Emerging Readers and Reproduction of disposable Decodable Readers for all TK/Kindergarten and some 1st grade students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**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

Tier 1 Break Protocol and Positive Behavioral Intervention Support

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

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

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

Kindergarten Students

Strategy/Activity

Literacy Team, Art teacher and SPED teacher to push into Kindergarten reading block

**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 7

Students to be Served by this Strategy/Activity

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

All PK/TK/Kindergarten and SPED students

Strategy/Activity

Sensory Path and Outdoor Enrichment Activities bringing education into the primary playground funded and created by SBACT and UCSB partners based on school need to incorporate sensory play to stimulate learning through, movement, balance, sight and hearing. Sensory activities will facilitate exploration and naturally encourage children to use scientific processes while they play, create, investigate and explore.

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 8

Students to be Served by this Strategy/Activity

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

TK and K Students

Strategy/Activity

ZooPhonics Program for TK/K for access to a developmentally engaging phonics program for sound/symbol mastery and practice

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 9

Students to be Served by this Strategy/Activity

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

Kindergarten Students

Strategy/Activity

Special Education team to support reading block while pushing into Kindergarten classrooms



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Annual Review**

**SPSA Year Reviewed: 2018-19**

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

**ANALYSIS**

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

The percentage of Probable and Transitional Readers in Kindergarten and 1st grade compared to like schools is below expectations based on the amount of interventions provided in both academics and social and emotional learning. A need to provide more music and movement, GLAD strategies, chants and students response protocols in conjunction with a rotation model of differentiated literacy and math has been identified. Lower teacher to student ratio can be acquired through pushing in our Literacy Team and Special Education. A push to involve more parent volunteers is recommended. A need to identify quarterly benchmarks using the Scaled Scores of STAR Early Literacy is hypothesized to align and raise student outcomes.

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

As 18.6% of our TK-K students are identified as Special Education students as well as 27% of our 1st grade students demonstrating characteristics of dyslexia, we felt understaffed in support personnel able to meet the high needs of the students when in the general education classroom. Last year our literacy team pushed into Kindergarten for 30 minutes as opposed to the prior year at one hour. We continued to push in our Art teacher into each classroom during reading blocks on Thursdays and Fridays. We improved the Kindergarten playground to bring more academics outdoors.

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.

The data review illuminated the need for a change of direction from high level to specific in regards to this goal. We have specified a new focus on a student outcomes, data based, specific and measurable goal. As 18.6% of our TK-K students are identified as Special Education students there is a need to implement a co-teach model with our SPED team during reading blocks. We expect a high need in SEL support for incoming TK and K students based on the Harding



Preschool students moving up. The instructional minutes for TK/K will be adjusted to bring back one full hour of literacy support by our Tier 2 Literacy Team. We are adding a Sensory Path for all Early Childhood classrooms to be able to stimulate student learning through play. In an attempt to continue the learning outdoors, these sensory activities will facilitate exploration and naturally encourage children to use scientific processes while they play, create, investigate and explore. We are providing ZooPhonics curriculum for our TK classroom for sound/symbol alignment with Kindergarten.

# 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	\$11,921.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$74,988.00

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

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration Grant - 0790	\$63,067.00
Title I - 3010	\$11,921.00

Subtotal of state or local funds included for this school: \$74,988.00

Total of federal, state, and/or local funds for this school: \$74,988.00

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

## Appendix D: 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
- 3 Parent or Community Members

Name of Members	Role
Veronica Binkley	Principal
Dawn Penkala	Classroom Teacher
Kimberly Lynch	Classroom Teacher
Reanna Mason	Classroom Teacher
Brianna Lane	Parent or Community Member
Andrea Cullinan	Parent or Community Member
Chris Errea	Parent or Community Member

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

## Appendix E: 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: Parent Leadership Team

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

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

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

Attested:



Principal, Veronica Binkley on 5/6/2019



SSC Chairperson, Dawn Penkala on 5/6/2019



## Appendix G: School and Student Performance Data

### Student Population

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






2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
375	76.3%	58.9%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	221	58.9%
Homeless	37	9.9%
Socioeconomically Disadvantaged	286	76.3%
Students with Disabilities	54	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.3%
Asian	1	0.3%
Filipino	2	0.5%
Hispanic	331	88.3%
White	28	7.5%

Appendix G: School and Student Performance Data

























































Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

## Appendix G: School and Student Performance Data

### Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

## Appendix G: School and Student Performance Data

### Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	1	3	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 34.6 points below standard Increased 21.9 points 196 students	<b>English Learners</b>  Yellow 34.6 points below standard Increased 27.7 points 160 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 50.8 points below standard 24 students	<b>Socioeconomically Disadvantaged</b>  Yellow 34.5 points below standard Increased 18.7 points 162 students	<b>Students with Disabilities</b>  Orange 124.4 points below standard Increased 33.2 points 34 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.9 points below standard Increased 26.2 points 179 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.4 points below standard Increased 19.6 points 81 students	8.2 points above standard Increased 20.8 points 79 students	31.4 points below standard Maintained 2.1 points 33 students

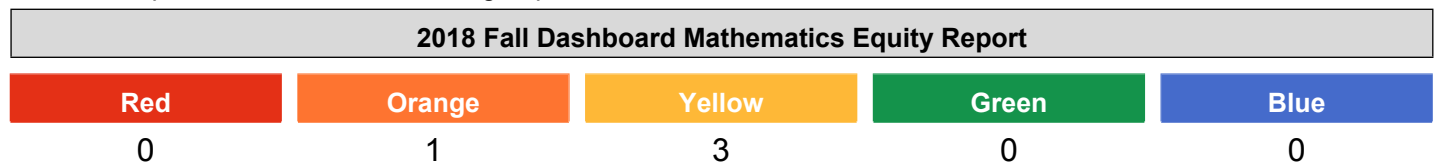
## Appendix G: School and Student Performance Data

### Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 65.4 points below standard Increased 14.1 points 196 students	<b>English Learners</b>  Yellow 65.4 points below standard Increased 16.7 points 160 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 111.1 points below standard 24 students	<b>Socioeconomically Disadvantaged</b>  Yellow 66.6 points below standard Increased 12.9 points 162 students	<b>Students with Disabilities</b>  Orange 169.3 points below standard Increased 24.9 points 34 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Hispanic</b>  Yellow 68.3 points below standard Increased 16.7 points 179 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 98.1 points below standard Increased 15 points 81 students	<b>Reclassified English Learners</b> 31.9 points below standard Increased 3.9 points 79 students	<b>English Only</b> 65.2 points below standard Increased 9.7 points 33 students
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## Appendix G: School and Student Performance Data

### Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	285	258	221	68	65	59
Fluent English Proficient (FEP)	50	58	75	12	15	20
Reclassified Fluent English Proficient (RFEP)	51	41	36	16	14	14

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Harding University Partnership School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	51 ( 15.6 %)	41 ( 14.4 %)	36 ( 14.0 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Harding University Partnership School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	10	11	10
At Risk of Becoming LTEL (4-5 Years)	42	40	32



## Appendix G: School and Student Performance Data

### Academic Performance English Learner Progress

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

#### 2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
220	40.9%	34.1%	18.2%	6.8%

## Appendix G: School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

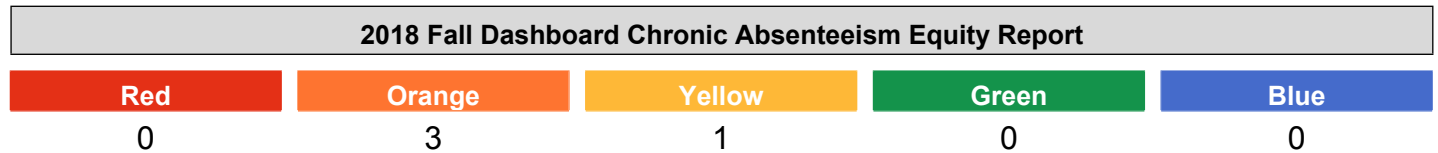
## Appendix G: School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 9.8% chronically absent Declined 0.5% 399 students	<b>English Learners</b>  Orange 10.2% chronically absent Increased 1.9% 235 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 8.1% chronically absent Declined 6.2% 37 students	<b>Socioeconomically Disadvantaged</b>  Orange 11.8% chronically absent Increased 1.2% 313 students	<b>Students with Disabilities</b>  Yellow 15.4% chronically absent Declined 1.3% 65 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Hispanic</b>  Orange 10.5% chronically absent Increased 1% 353 students	<b>Two or More Races</b>  No Performance Color 8.3% chronically absent Declined 25% 12 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  No Performance Color 3.3% chronically absent Declined 9.2% 30 students

Appendix G: School and Student Performance Data

Academic Engagement  
Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

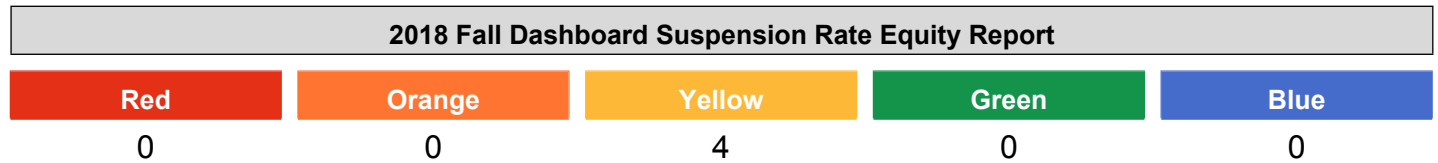
## Appendix G: School and Student Performance Data

### Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 4.7% suspended at least once Declined -0.6% 407 students	<b>English Learners</b>  Yellow 4.6% suspended at least once Declined -1% 237 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1 students
<b>Homeless</b>  No Performance Color 13.5% suspended at least once Increased 13.5% 37 students	<b>Socioeconomically Disadvantaged</b>  Yellow 4.4% suspended at least once Declined -1% 316 students	<b>Students with Disabilities</b>  Yellow 4.6% suspended at least once Declined -1.4% 65 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5% suspended at least once Declined -0.5% 358 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 3.1% suspended at least once Declined -0.9% 32 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.2% suspended at least once	5.3% suspended at least once	4.7% suspended at least once

## Appendix G: School and Student Performance Data

### Annual Attendance

The source of this data is the District student information system's student attendance records.

#### Annual Attendance Rate (P-2)

	2016-17	2017-18	2018-19
Harding University Partnership School	94.5%	96.6%	

### Chronic Absenteeism Indicator

The data for the chronic absenteeism indicator comes from the most recent CA School Dashboard. For more detailed results, please go to <https://www.caschooldashboard.org>. For a description of the data used by CDE for the Dashboard indicators, please go to <https://www.cde.ca.gov/ta/ac/cm/> and view the Resources tab.

Chronic Absenteeism Rates			
Student Subgroup	2015-16	2016-17	2017-18
<b>African American</b>	(not available from CDE)	%	%
<b>Asian</b>	(not available from CDE)	*%	%
<b>Hispanic or Latino</b>	(not available from CDE)	9.5%	%
<b>White</b>	(not available from CDE)	12.0%	%
<b>English Learners</b>	(not available from CDE)	8.5%	%
<b>Students with Disabilities</b>	(not available from CDE)	17.9%	%
<b>Socioeconomically</b>	(not available from CDE)	10.6%	%
<b>Foster Youth</b>	(not available from CDE)	*%	%
<b>Homeless Youth</b>	(not available from CDE)	14.3%	%
<b>Total</b>	(not available from CDE)	10.3%	%