



School Year: 2020-2021

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
Rocketship Mateo Sheedy	43104390113704	November 4, 2020	December 3, 2020

Purpose and Description

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

Rocketship Mateo Sheedy operates a Title I Schoolwide Program (SWP), designed to improve academic achievement throughout the school so all students, particularly the lowest-achieving students, demonstrate proficiency on the State’s academic standards. The improved achievement results from improving the entire educational program of the school.

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.

Rocketship Mateo Sheedy operates a highly personalized educational model to serve the unique needs of our students. At Rocketship, personalized learning is about reaching each student with the right content at the right time using the right method of instruction. Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. We use tutors and adaptive online learning programs to augment teacher led instruction and provide valuable time for students to practice new concepts and develop the mastery they need to advance. Given the majority FRL (83% FRL) and EL (50.8% EL) population, Rocketship Mateo Sheedy’s instructional program is built

around ELD principles and recognizes incoming students may be several grade levels behind. As a result, all teachers are trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms.

Rocketship Mateo Sheedy has committed to Positive Behavior Intervention and Supports (PBIS) since opening to create a learning environment that is consistent, predictable, positive and safe, helping the students to develop their socio-emotional intelligence. In light of the resulting trauma and uncertainty surrounding COVID-19, we are committing to PBIS as one of our main priorities this year to create a positive environment and culture with consistency. This includes implementing a socio-emotional (SEL) curriculum and daily SEL lessons in all classes. These allow for community and culture-building within a class. We believe these routines will help students transition and adapt as we navigate distance and/or hybrid learning.

Rocketship Mateo Sheedy also operates under the principles that excellent teachers and leaders create transformational schools and engaged parents are essential in eliminating the achievement gap. To these ends, Rocketship invests deeply in training and development to ensure teachers and leaders have a profound impact on students and communities and Rocketship parents are actively engaged in our schools, from reading in the classroom to chaperoning field trips. We also develop parent leaders in our schools and communities to become powerful advocates for their children. More details regarding how we implement personalized learning, teacher development and parent engagement follow.

Rocketship Mateo Sheedy operates with four core values: respect, responsibility, empathy and persistence. These core values are reinforced in all aspects of Rocketeers' school day, whether they're participating in a core value read aloud, earning "rockets" for demonstrating core values or sharing their core value grades with their parents during report card season.

Rocketship Mateo Sheedy regularly reviews student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black, and Latinx students. The school has developed practices to address the unique needs of each student group and measures the effectiveness of these practices by tracking progress towards annual targets. The goals, measurable outcomes, strategies, and budget expenditures align to Rocketship Mateo Sheedy's LCAP goals and to the specific purposes of each funding program.

STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
ELA and Math (green on Dashboard)	Intensive test prep for students to help them pass and close gaps; great teachers that drive outcomes - striving to find the best teachers for our Rocketeers
Suspension rate (green on Dashboard)	Great SEL supports and strong restorative justice approach; we talk to kids and don't suspend them
Priority Challenges	Root Causes of Challenges
High chronic absenteeism (orange on Dashboard)	Need to implement initiatives to emphasize attendance (live instruction & OLPs), and importance of decreasing chronic absenteeism and OLP goal attainment; parents needs more supports/workshops to support students

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

The school site council met in October to review student performance, evaluate student needs, and work together to create the School Plan for Student Achievement (SPSA). Meetings of the school site council are held quarterly through the year with parents (including parents of English learners), teachers and members of the executive team. The English Learner Advisory Committee (ELAC) also met in October to provide input on the plan.

Resource Inequities

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

No resource inequities were identified during the needs assessment.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Improve Rocketeers' proficiency in key content areas, overall and for key subgroups

Identified Need

Parents need more support and workshops to better support our Rocketeers at home. English learners require more translation services and teachers of ELs can benefit from more professional development. Some families continue to have issues with internet connectivity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome	
SBAC ELA	2018-19 ELA % Meet/Exceed		2020-21 ELA % Meet/Exceed	
	ELA	18-19	ELA	20-21
	All	58.2%	All	53.0%
	ED	56.4%	ED	

	EL	36.0%		EL	
	SPED	4.0%		SPED	
SBAC Math	2018-19 Math % Meet/Exceed		2020-21 Math % Meet/Exceed		
	Math	18-19		Math	20-21
	All	65.0%		All	65.0%
	ED	64.7%		ED	
	EL	46.8%		EL	
	SPED	12.0%		SPED	
English Learner Progress on ELPAC	% Improved from 2017-18 to 2018-19: 39.4%		% Improved from 2018-19 to 2020-21: >39%		
EL reclassification rate	2019-20: 9.8%		2020-21: 10%		

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

Standards-aligned instruction & materials

A-1. The Rocketship Mateo Sheedy curriculum follows the California adoption of the Common Core State Standards (“CCSS”) for the subject areas of: English/Language Arts (includes Writing), and Mathematics, as well as the state standards for Social Studies, Art and Music and the Next Generation Science Standards. Rocketship has established ELA and Math focus standards – the most rigorous CCSS at each grade level – as the most important markers of success in order to prioritize the focus of instruction while also ensuring that all grade-level standards are addressed in every course. Rocketship Mateo Sheedy operates an inclusion model and therefore this core curriculum will benefit all students in Special Education. Rocketship teachers will use the ELD Standards and Framework to embed analytical tasks, receptive tasks and productive language functions into the curriculum to aid language acquisition.

Rocketship Mateo Sheedy utilizes a Balanced Literacy approach for ELA instruction with a significant focus on Guided Reading. Expanding the breadth and depth of our classroom libraries will ensure that all students have access to a wide variety of texts to meet the different genre requirements in Common Core, as well as ensuring that all students have access to books at their appropriate

reading level. For EL students, this can be particularly motivating and a useful strategy to engage reluctant or struggling readers. These expanded libraries will also enable us to loan out books for students to take home, so that parents can support reading and language acquisition efforts at home. The continued use of online learning programs (OLPs) ensures that students receive personalized instruction and appropriate supports.

In response to COVID-19, we have prepared scenarios as needed to support distance learning. This effort involves planning for students to potentially have learning gaps due to the COVID-19 closures and reviewing the instructional program and curriculum to meet student needs. We will continue to make adjustments to guided reading, small group instruction, and other instructional practices to help students catch up.

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)
Core Curriculum: Books:	LCFF Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Personalized Learning

A-2. Rocketship Mateo Sheedy’s key instructional practices include personalization, blended learning, data-driven instruction, Response to Intervention and teacher specialization. Our objective every day is to get the right lesson to the right child at the right time. We assume that every child, especially the children in the neighborhoods we serve, will have unique learning needs that must be addressed individually. The Rocketship model combines traditional classroom instruction with blended learning, which utilizes Online Learning Programs (OLPs) that adapt to each student’s level, small group instruction and tutoring. Our Leveled Libraries ensure that each student has the materials to receive instruction at his or her level. All students, including our students in Special Education, benefit from this instructional model as our school operates an inclusion model.

Our students in Special Education also benefit from our RTI model, in which they receive additional Tier II and Tier III tutoring from the general education, Special Education, Learning Lab, and paraprofessional staff. This personalized instruction occurs in the Learning Lab, making investments

in Learning Lab materials and Leveled Libraries so important. In addition, our OLPs ensure that all aspects of our instructional program are appropriately differentiated for our students in Special Education.

We invest in Chromebooks to achieve a 1:1, student to Chromebook ratio. Additionally, we invest in technology support consultants to ensure that our Chromebooks and OLPs are working smoothly and our students and families are able to access the technology for learning.

By integrating OLP technology, such as digital texts, into classroom settings, our teachers have more time for focused, small group instruction which better serves our unduplicated students.

Our printing and reproduction budget allows for teachers to make copies of materials so that all students have access to them. This includes copying passages of books so that each student has a copy and can mark up her or his own version. In response to COVID-19 and distance learning, we have sent home copies of books with students so they continue to have access to grade level materials 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)
Core Curriculum: Books: Learning Lab Materials: Leveled Libraries: Printing and Reproduction: Technology Consultants:	LCFF S+C
Tutors & ECCs: \$201,416	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Special Education supports

A-3. Although Rocketship Mateo Sheedy runs an inclusion model, we realize that our students in Special Education may require additional supports to achieve academically and in non-cognitive

functions. These additional supports include additional assessments, such as psycho-educational assessments, speech-language assessments and occupational therapy assessments; additional staffing supports, such as adaptive PE instructors, physical therapists, mental health supports and assistive technology specialists; additional materials, including instructional supplies for speech lessons, counseling materials for school psychologists and occupational therapy materials; and adaptive technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Special Education Supports: Contracted Services	State Special Education funding + IDEA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

GLAD Training

A-4. Our goal is to help our EL students make rapid progress out of levels 1 and 2 and into levels 3 and higher on the ELPAC Assessment. We believe that the most effective instructional approach for a school with a high EL population is to embed ELD principles in all aspects of the curriculum and to teach explicit ELD during a portion of the day. To embed ELD principles across all subjects, we work with Project GLAD (Guided Language Acquisition Design) to teach our teachers methods to provide additional instructional support to EL students.

Our explicit ELD will focus on developing oral language, grammatical constructs and academic vocabulary in English. This period will take place during the Humanities block when EL students may be leveled by English fluency and provided with explicit ELD instruction. In the Rtl tutoring program, ELs who are not making Significant Gains may receive Literacy instruction as well as ELD as appropriate. Special Education students who are also ELs may have a particularly challenging time acquiring English language. In these cases, we provide Tier II and Tier III tutoring in small group or 1:1 settings.

Additionally, we also provide ongoing professional development to our teachers to help them with EL instruction throughout the school year. We will focus our professional development and school-based coaching on improving the quality of instruction, to ensure that students are making progress towards proficiency. We will focus on discourse and supporting students with expressing ideas.

We also utilize software to support our EL students, such as Rosetta Stone, and Ellevation for EL program management

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)

GLAD Training: \$6,400 EL Software (ie. Rosetta Stone): \$0 Ellevation: \$3003.75	Title III
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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, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

A-5. Rocketship Mateo Sheedy will implement a Love of Reading campaign to increase student participation in reading, with the hope of improving ELA scores. This will include working with our humanities teachers on modeling reading as an everyday activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Books (represented under Personalized Learning):	LCFF S+C
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Each of the action items for this goal is embedded into our Rocketship model. Each of these action items is supported by teams at the school as well as network teams to help guide high-level thinking. Our staff is also engaged in ongoing professional development throughout the school year to ensure the strategies are being implemented with fidelity. Overall, the actions were implemented as planned, despite the necessity of shifting to distance learning during the Spring of 2020 due to the COVID-19 public health crisis.

Due to the pandemic, state SBAC testing was cancelled for 2020; we also were not able to administer the planned NWEA-MAP assessments. For this reason, we have made plans for a robust assessment cycle in 20-21 and strategic actions to address potential learning loss as evidenced in the 20-21 Learning Continuity and Attendance Plan.

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

The major difference between intended and actual implementation was due to the global pandemic and the need to move our program online. However, as documented in the COVID-19 Operations Written Report, we were able to transition our program for full implementation in the distance learning format when we were required to do so.

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.

Based on the analysis, Rocketship Mateo Sheedy will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions.

Goal 2

Rocketeers will have access to Common Core standards-aligned curriculum across a broad array of content areas taught by appropriately assigned, highly qualified teachers.

Identified Need

Now that Common Core State Standards are fully implemented, it is essential that we are providing students with aligned curriculum and materials. With the state-wide teacher shortage, it's also critical to hire qualified teachers and support their credentialing needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students have access to standards-aligned instructional materials	2019-20: 100% of student have access to standards-aligned instructional materials	2020-21: 100% of student have access to standards-aligned instructional materials

All teachers have access to standards-aligned professional development	2019-20: 320 hours of PD provided each year	2020-21: 320 hours of PD
100% of full-time teachers have appropriate credentials	2019-20: 100%	2020-21: 100%

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, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Professional Development

B-1. Professional Development is a critical component of the Rocketship Mateo Sheedy program. We will continue to implement a comprehensive program of professional development informed by data and best practices in order to continually improve and progress towards our goals. We will continue to build on the increased differentiation of PD for teachers and leaders to better meet the adults where they are at. Due to COVID-19, we provisioned for virtual PD, as needed, and adapted the content to address distance learning and the increased academic needs of our students to better prepare teachers and leaders to meet the needs.

Summer PD

Each summer, Rocketship Mateo Sheedy hosts an intensive three-week summer training for all teachers that emphasizes foundational knowledge in culture and classroom. We provide training in classroom management and effective planning, including daily lessons, units, and yearlong plans. We also introduce foundational components of the Rocketship program, including the use of data, instructional techniques, and the scope and sequence of curricula. Sessions are differentiated by subject and grade and focus on skill-building to maximize teacher time.

Thursday PD

Rocketship schools dedicate at least 200 hours throughout the school year for staff PD. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized PD and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions at each school, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers.

Professional Development Fund

Rocketship Mateo Sheedy has a number of veteran Rocketship teachers who express a strong desire to continue honing their craft and developing as professionals. Rocketship Mateo Sheedy will establish a professional development fund to reward high-performing teachers with additional learning opportunities and to incentivize experienced teachers to continue working at Rocketship, where their development is made a priority.

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)
Summer PD: Thursday PD: PD Fund:	LCFF S + C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Assessments

B-2. Students will take a variety of internal and external assessments to determine progress and areas of weakness. Assessments include:

Four rounds of cumulative assessments

NWEA three times per year

STEP at least four times per year

State-mandated CAASPP

State-mandated EL Testing (ELPAC)

Due to COVID-19 and distance learning, there will be changes to the testing schedule for lower grades based on whether assessments can be administered safely in person.

To ensure that our students are ready for success on the CAASPP, Rocketship Mateo Sheedy administers computer-based, standards-aligned benchmark assessments. Consistent with our model of data-driven instruction, the results of these benchmarks will be used to adjust instruction to ensure that all students are moving towards mastery of the Common Core standards.

Rocketship Mateo Sheedy will hire temporary staff members to facilitate administration and scoring of assessments.

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)

Assessments:

Temporary Staff:

LCFF S + C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Data Days

B-3. Following administration of these bi-monthly interim assessments, the teachers, Assistant Principal, and Principal at Rocketship Mateo Sheedy will have a full day analyzing interim assessment data. As a key component of these data days, a teacher identifies overall positive trends of the entire class and challenges as well. Learning how to better utilize data enables teachers to improve instructional practices and better serve all 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)

Data Days:

LCFF S + C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Coaching

B-4. The foundational piece of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals or Principals to teachers. Rocketship Mateo Sheedy teachers receive ongoing coaching and support from the Assistant Principal or Principal responsible for their grade level. This typically includes about three hours per week of support for our newest teachers or others who need extra support. This helps teachers better instruct all students, including ELs and students in Special Education.

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)
Coaching:	LCFF S + C

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

Teacher Credentialing

B-5. We will continue to ensure 100% of core teachers are in compliance. We partner with an Intern Credential program so that teachers who are currently eligible to be on an Intern Credential (those who passed their tests) are supported in their path to earning their Preliminary Credential.

Due to COVID-19, there are questions around when teachers will be able to take their required tests. We continue to support our teachers with studying so that once test centers reopen, they are prepared to be successful.

Additionally, Rocketship has a three-person credential team focused on ensuring teachers receive high level support in obtaining the proper credentials, that our schools remain 100% in compliance at all points in the year, and to continue to innovate on credential systems

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)
Teacher Credentialing: Evidence-Based Professional Development: \$21,746	Educator Effectiveness Grant Title II

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Most of the actions were implemented as planned. This, despite the necessity of shifting to distance learning during the Spring of 2020 due to the COVID-19 public health crisis. Before the closure and then in the distance learning format, we continued to implement our planned actions related to professional development, data analysis, instructional coaching, and teacher credentialing. Our assessment plans were disrupted in spring of 2020 due to the global pandemic. We were not able to complete the spring rounds of internal assessments and data analysis as we had planned. For this reason, we planned in advance a robust assessment cycle and planned actions for 20-21 to address potential learning loss as evidenced in the 20-21 Learning Continuity and Attendance Plan.

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

The major difference between planned and actual implementation, as mentioned above, was the lack of spring internal assessments and data analysis due to the global pandemic and transition to distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis, Rocketship Mateo Sheedy will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions.

Goal 3

School environment will be safe and welcoming for all students.

Identified Need

In order to be ready to learn, students need to know they are in a safe environment. While Rocketship Mateo Sheedy has a strong foundation in positive behavioral practices, including implementation of the Positive Behavioral Intervention and Supports (PBIS) framework, we believe it is critical to maintain these high standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3 rd – 5 th grade survey: % of students that believe school is a safe environment	2018-19: 84%	2021-22: 85%
Parent survey: % of parents that believe school is safe	2019-20: 85%	2021-22: 85%

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, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

BOM

C-1. Rocketship Mateo Sheedy employs a Business Operations Manager to manage support staff and oversee the daily operations of the school including the school breakfast and lunch program, arrival and dismissal, and the safety and cleanliness of all common spaces. Our BOM serves as safety lead for the campus, planning and leading safety trainings for all school-based staff at the site. Our BOM is responsible for knowing the safety plan, communicating it to the team, holding safety meetings with the school leadership team and ensuring compliance with required safety drills. Our BOM ensures all safety equipment and supplies are complete, current, and functioning well. Our BOM also acts as a liaison to ensure safety protocols are followed with afterschool programs.

This position is critical to meeting our school’s and the state’s goals for student safety and maintaining facilities. In order to support our BOM in these critical functions, we provide extensive

training and coaching opportunities. Professional development for BOMs includes training in the skills that make them strong and effective leaders, such as influence, collaboration, and effective communication, in addition to the concrete operations systems and tasks critical to their role.

In response to COVID-19, our BOM will continue to lead the response to campus safety as it adapts to the circumstances presented by the pandemic.

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)

Business Operations Manager (BOM):

LCFF S + C

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

School Maintenance

C-2. We ensure that school facilities are in good repair through preventative maintenance. This includes annual inspections aligned with the state Office of Public School Construction Facilities Inspection tool. As a result, we invest in necessary repairs and upgrades to ensure the school is a safe and welcoming environment for students, families and staff.

Rocketship Mateo Sheedy will invest in new furniture to replace aging furniture items, as well as health and safety-related equipment for in-person learning in response to COVID-19. This contributes to a feeling of safety in the classroom.

We will continue to update and upgrade technology that is used for instruction in the classrooms. This may include projector replacements, phasing out older models with better ones, and introducing different technology according to the needs of the site. In relation to COVID-19 and distance learning, investments may include updating technology to better suit hybrid or distance learning while the teacher is in the classroom.

Teachers will be given a stipend for purchases related to decorating their room, and/or outfitting their classroom with additional materials not covered under the instructional supply budget.

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)
Building repairs: Furniture: Teacher room:	LCFF Base

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

Custodial Services + Supplies

C-3. In order to provide a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading, we utilize a custodial service to ensure the daily upkeep of the campus and to identify any safety concerns or necessary repairs of the building.

In relation to COVID-19, the custodial service may be asked to increase the frequency or depth of cleaning to meet health and safety guidelines for in-person instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Custodial services:	LCFF Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Operations Specialists

C-4. Operations Specialists fulfill essential functions as planned in supporting meal programs, daily transitions on campus, and all aspects of operations. Operations Specialists staff arrival and dismissal and lead recess and lunch for all students. They also support daily operations tasks like copies for teachers, completing physical space walkthroughs, delivering packages to classrooms, and other functions. Operations Specialists serve as our families' daily touchpoint with the school, and are a key aspect of school safety and parent satisfaction. We continue to invest in the development and PD of our Ops Specialists, with opportunities such a network PD monthly, 2x monthly one-on-ones with BOMs, and joining whole-school PDs depending on the topic.

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)

Operations Specialists:

LCFF S + C

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Prior to the school closures in the Spring, the actions in this goal were implemented as planned. Many of the logistics changed when the school pivoted to distance learning, but the focus on student and staff safety, consistency in daily operations, and family connections continued with our distance learning model. We were not able to administer the student survey due to the school closure but parent survey results indicate they were satisfied by our efforts to maintain a safe environment for our students throughout the school year.

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

Our budgeted expenditures for school safety did not take into account the COVID-19 pandemic, so we did need to make adjustments to how funds were allocated related to custodial services and safety-related expenses to account for county health and safety guidelines.

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.

Based on the analysis, Rocketship Mateo Sheedy will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions.

Goal 4

Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.

Identified Need

In order to close the achievement gap, Rocketeers must continue to value education beyond their time at Rocketship. We recognize our students must develop life-long academic skills in elementary school in order to succeed after they graduate from Rocketship. We see a need to increase our level of student engagement to ensure that students are invested in their education. We want our students to come to school every day and enjoy it.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																				
Chronic absenteeism rate	<table border="1"> <thead> <tr> <th>Rate</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>9.3%</td> </tr> <tr> <td>ED</td> <td></td> </tr> <tr> <td>EL</td> <td></td> </tr> <tr> <td>SPED</td> <td></td> </tr> </tbody> </table>	Rate	19-20	All	9.3%	ED		EL		SPED		<table border="1"> <thead> <tr> <th>Rate</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>10.0%</td> </tr> <tr> <td>ED</td> <td></td> </tr> <tr> <td>EL</td> <td></td> </tr> <tr> <td>SPED</td> <td></td> </tr> </tbody> </table>	Rate	20-21	All	10.0%	ED		EL		SPED	
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EL																						
SPED																						
Rate	20-21																					
All	10.0%																					
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SPED																						
Attendance rate (ADA)	2019-20: 95.9%	2020-21: 95%																				
Suspension rate	<table border="1"> <thead> <tr> <th>Rate</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.2%</td> </tr> <tr> <td>ED</td> <td></td> </tr> <tr> <td>EL</td> <td></td> </tr> <tr> <td>SPED</td> <td></td> </tr> </tbody> </table>	Rate	19-20	All	0.2%	ED		EL		SPED		<table border="1"> <thead> <tr> <th>Rate</th> <th>21-22</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1.0%</td> </tr> <tr> <td>ED</td> <td></td> </tr> <tr> <td>EL</td> <td></td> </tr> <tr> <td>SPED</td> <td></td> </tr> </tbody> </table>	Rate	21-22	All	1.0%	ED		EL		SPED	
Rate	19-20																					
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All	1.0%																					
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SPED																						
Expulsion rate																						

Rate	19-20	Rate	21-22
All	0.0%	All	0.0%
ED		ED	
EL		EL	
SPED		SPED	

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, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Enrichment

D-1. Enrichment is a critical component of a students’ education at Rocketship. In addition to aligning with CCSS standards, time spent in the Enrichment Center provides students with fun and engaging activities that increase their focus and commitment during core instruction. The Enrichment Center Coordinators provide students with the opportunity to engage in physical education, art, science and various other enrichment activities. The Coordinators play a critical role in strengthening school culture. Importantly, enrichment also provides an opportunity for students to excel and show off talents that may not be immediately apparent in a general education setting. For our students in Special Education, this can be an especially motivating and engaging portion of their day.

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)

Enrichment Coordinators:

LCFF S + C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Field Trips

D-2. Field Trips provide an important opportunity to both deepen students' learning and increase engagement. Many of the field trips taken are science and/or social studies related, enabling teachers to integrate the learning into their thematic units back in the classroom. In addition, parents often attend field trips with their students, thereby increasing parental engagement as well. The cornerstones of our field trip experience are Fourth and Fifth Grade Camp. Each year, Rocketship 4th graders attend a three-day overnight Outdoor Education program, and Rocketship 5th graders go to Groveland, CA for one week of hiking, science lessons, outdoor exploration and fun. For many Rocketeers, this is one of their first experiences leaving home.

Due to COVID-19 and distance learning requirements, our teachers have been running virtual field trips this year in lieu of in-person field trips. As soon as students are able to safely return to classrooms, we will re-evaluate the best way to proceed with regularly planned field trips.

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)

Field Trips:

LCFF S + C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Social Emotional Learning

D-3. Rocketship Mateo Sheedy has been using Positive Behavior Intervention and Supports (PBIS) since the school opened. The fundamental purpose of PBIS is to create learning environments that are more consistent, predictable, positive, and safe, which helps our students develop their socio-emotional intelligence. PBIS will be one of our main priorities this year. We will focus on

improving the fidelity of the practices across all spaces – classrooms, recess, and enrichment – so that we are creating a positive environment and culture with consistency.

One key component of PBIS is implementing a socio-emotional learning (SEL) curriculum. We implemented the Shortest Distance, an internally created curriculum, across all grades. This involves daily SEL lessons in all classrooms. These allow for more community and culture building within a class. The goal of these curricula is to help students identify, communicate, and regulate feelings, as well as develop appropriate social skills.

We are also embedding "Smart Start" components into the curricula. These derive from *Conscious Discipline* and *Responsive Classroom*, two formative resources for SEL and PBIS practices. These are common routines that will be used by all teachers as appropriate in the day to go over expectations, a class-created "class creed," a "feelings check," and a "wishing well" component--thereby promoting positive culture and SEL skills. The "Smart Start" component is a conscious effort to plan ahead for students returning from the COVID-19 closures with potentially higher needs and trauma. The routines will support them in the transition. We will also utilize mental health professionals for individual student supports and providing small group supports working with the SEL 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)
Instructional Supplies: Educational Consultants:	LCFF S + C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

After School Programming

D-4. Rocketship Mateo Sheedy will run an afterschool program to provide our students with additional academic exposure. The after-school program combines homework help/tutoring, enrichment, including opportunity for physical activity and family education services. The afterschool program helps our unduplicated pupils by providing additional time to focus on structured academics, as well as helps our parents who are in need of high-quality after school options for their children.

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)
After School Programming:	LCFF S + C

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

This goal was most impacted by the school closures in the Spring, because students were no longer able to attend field trips, enrichment classes and afterschool programming in person, and social emotional learning and student well-being was brought to the forefront of our concerns for families and staff. Our staff continued to provide as much enrichment and engagement opportunities as possible in a distance learning format, resulting in our attendance rate remaining high and the chronic absenteeism rate staying low.

The "Smart Start" component of our curricula not only helped our students through the Spring, but is intended to help students returning from the COVID-19 closures with potentially higher needs and trauma. The routines focus on the students' social emotional well-being and should help them transition.

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

The major difference between planned and actual implementation, was the shift to distance learning for the health and safety of our families and staff. All in-person gatherings for field trips and enrichment activities had to be modified or canceled, and our focus on social emotional learning became more critical to support our students through trauma.

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.

Based on the analysis, Rocketship Mateo Sheedy will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions.

Goal 5

Rocketship parents are engaged in their students' education

Identified Need

We seek to increase engagement among parents and students alike. We view parents as critical partners in our work of educating students. Rocketship Mateo Sheedy has a number of effective parent engagement strategies, including a sophisticated parent council structure, upon which we will continue to build.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance: % of parents attending at least one school event per month	2018-19: 68%	2021-22: 70%
Parent participation: % of parents completing parent participation hours	2019-20: 81%	2021-22: 100%
Parent survey: % of parents that are satisfied overall with the school	2019-20: 86%	2020-21: 85%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Involvement

E-1.

Community Events: Rocketship Mateo Sheedy hosts many special events during the year to engage parents and families. These events include community meetings, exhibition nights, and other school events. In order to support these efforts, Rocketship Mateo Sheedy invests in parent appreciation items and provides a materials budget. In the coming year, we will be offering additional resources, education and opportunities such as workshops and classes.

Parent Volunteer Opportunities: Rocketship School parents will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist Rocketship Mateo Sheedy teachers and staff with various school operations. These activities will vary widely but will include classroom assistance, translating documents, administrative assistance, and assisting in special school events. We will be expanding the volunteer options to be more inclusive of working parents.

In addition to these components, we will be expanding our work with our school-based parent groups to deepen advocacy in their communities. We will intentionally bring a Diversity, Equity, and Inclusion (DEI) lens to our work with families. We will bring increased sensitivity to the phrasing and framing of our communication and events to be fully inclusive of and responsive to the realities and needs of our families. To this end, we will be looking at the communication, timing, and contents of our events and opportunities and continually seeking input from families to refine our program.

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)
Parent Appreciation and Materials:	LCFF Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, specifically English learners, low income, and foster/homeless youth

Strategy/Activity

Parent Outreach

E-2. Rocketship Mateo Sheedy provides many opportunities throughout the school year for parents to interact with school staff. The school offers monthly forums for parents to provide feedback as well as learn in depth about school activities. This enables parents to become a more active participant in their child’s education.

We also survey our parents annually. We analyze the data and meet with parents to review the results and seek further input on the actions moving forward.

As an additional mechanism to promote parent input, our board members will invite parents to join them at quarterly meetings in order to 1) get to know them and strengthen the board-family relationship, 2) gain further insight on the parent experience and 3) find out what is going well, what is needed, and promote an open dialogue. We will continue working through our regional advisory board parent group, which consists of the parent leaders of each school site council, to attend board

meetings and represent parent perspectives. Related to COVID-19, we are evaluating the best method to continue to engage parents in a distanced format. We are seeking parent input on what their needs are in the current COVID-19 challenges. We are seeking to find out what resources and what aspects of the school experience are most important to them in addition to getting their continued feedback on what we currently provide.

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)

Parent Outreach – School Leader Comp:

LCFF S + C

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

School Leadership Team

E-3. Rocketship’s school leadership team, consisting of the Principal, Assistant Principal, Business Operations Manager (BOM) and Office Manager, serves as the leaders of the school community. They are responsible for ensuring that a culture where parents are partners in student achievement is realized. To this end, they train and develop staff members in the practices that ensure successful parent engagement. It is their collective responsibility to ensure that home visits are completed, parent teacher conference goals are met, and that the school is on track with all parent engagement goals and responsive to parent input. In addition to the events and volunteer opportunities, the school leadership team will provide frequent communication to parents through written, social media, and other forums.

As we continue to develop the Care Corps program, school leaders will be equipped to continue to connect families to community resources and ensure that families have access to community resources on an ongoing basis.

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)

Office Manager:
Principal:
Assistant Principal:

LCFF Base

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Outreach and parent connections were a priority this year as we pivoted to distance learning due to the COVID-19 public health crisis. Most of our actions were able to continue as planned, although in a distanced format in the Spring. We actively solicited parent feedback regarding our plans for Spring and the start of the 2020-21 school year, and leaned on our Leadership Team and staff for extensive outreach to our families. These efforts are described in the 20-21 Learning Continuity and Attendance Plan.

As our distance learning program continues to evolve, we will find additional ways for our parents to participate and volunteer with the school to maintain a strong connection with our families.

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

The major difference between planned and actual implementation, was the shift to remote communication and meetings for the health and safety of our families.

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.

Based on the analysis, Rocketship Mateo Sheedy will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions.

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	\$ 254,050
Total Federal Funds Provided to the School from the LEA for CSI	\$ -
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 232,565.75

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$ 201,416
Title II	\$ 21,746
Title III	\$ 30,888

Subtotal of additional federal funds included for this school: \$ 254,050

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 (\$)
NA	\$ -

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

Total of federal, state, and/or local funds for this school: \$254,050

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: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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