

# 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
Paradise Intermediate School	04-61531-6003321	November 10, 2020	

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement  
For the 2020-2021 school year, Paradise Intermediate School (PINT) has a Comprehensive Support and Improvement Plan (CSI) in place. Paradise Intermediate School is eligible for CSI according to the California School Dashboard due to the "All Students" having a red indicator for chronic absenteeism.

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.

Paradise Intermediate School has created measurable goals based on the improvement areas that were gathered from stakeholders. The goals focus on student achievement and engagement, creating and implementing a school wide Multi-Tiered System of Support (MTSS), supporting students socially and emotionally through restorative justice practices, and increasing parent stakeholder engagement.

Paradise Intermediate School will utilize a variety of educational software that allows all students access to the curriculum and the opportunity to succeed. One program that is implemented for all students is iReady. This automatically adjust assessments and instruction to meet individual student needs. Other programs utilized to give every student the opportunity to succeed are No Red Inc, Study Sync, and STAR. In addition to this Paradise Intermediate School has the following programs available to help all students succeed: Academic Support, Push In Support with certificated and classified personnel, Special Day Class, Functional Life Skills, and Study Skills. Data from the iReady diagnostic will be shared with all stakeholders three times a year during staff meetings, Site Council and Leadership/CSI meetings.

Paradise Intermediate School will focus on MTSS and Restorative Justice training to create systems for staff and students to support academics and behavior.

Paradise Intermediate School will monitor chronic absenteeism monthly and results will be shared with staff. Paradise Intermediate School will create systems to acknowledge and celebrate attendance.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

One staff survey was administered during the Spring Semester of 2019-2020 school year. There was another one Administered during the Fall semester of 2020-2021. Three parent surveys have been administered over the past two Semester.

The intent of the surveys was to determine:

- 1: What was working well during Distance Learning
- 2: What was needed improved up during Distance Learning
- 3: Suggestions for a Hybrid Learning Model

## Classroom Observations

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

Typically Formal observations are scheduled teacher by teacher on an every-other-year basis. A minimum of two observations per teacher are made during the cycle. Administration works to make it into every classroom once a week, often more frequently. This year, informal observations have been conducted through zoom, and in person. Due to limiting the potential for prolonged exposure to COVID-19, formal full period observations have not been conducted.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Paradise Unified School District did not have CAASPP data from the 2018-2019 and 2019-2020 school year due to the Camp Fire. Currently, PINT uses iReady instead of CAASPP to monitor growth in ELA and Math. In addition, PINT uses a variety of formative assessments to modify instruction and improve student achievement.

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

Results of common embedded assessments are discussed by staff and instruction is adjusted to meet the needs of students. Subject and content level groups review assessment results and provide support and intervention to improve student learning. Mathematics and English Language Arts teachers use the iReady diagnostic three times per year to gauge student progress towards learning the essential standards. Instruction is focused toward meeting areas of growth.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet NCLB requirements as highly qualified.

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

Training in use of adopted math and English curriculum has been provided to grade level teams. English and Math teachers have received training on iReady. Many trainings opportunities are available throughout the year to stay on top of current events. Some providers of professional development are presented by PUSD and Butte County Office of Education.

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

Professional development is aligned with the implementation of California Common Core State Standards, instruction and assessment. Professional development opportunities are available through Paradise Unified School District, Butte County Office of Education and other providers. Staff development opportunities consist of a variety of adopted instructional materials, iReady Math and Reading, effective teaching strategies, addressing the needs of students with special needs, trauma informed practices and increasing student achievement and MTSS.

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

Teachers work in curriculum teams to collaborate and support teaching and learning. Teacher leaders offer professional development opportunities for other teachers.

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

Teachers meet with subject level teams weekly to review content standards, student performance, and to develop/review materials and common assessments. English, math, science, and history teachers meet as a 7-12 team during weekly PLCs.

## Teaching and Learning

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

Math, science, and history has been reviewed to align with content standards. These content materials are state approved curriculum and texts. Our English Language Arts and Literacy materials are current. Teachers are adapting teaching strategies and supplementing materials to meet the common core standards.

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

Students receive the allotted minutes for ELA and mathematics.

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

In addition to aligning courses to content standards, instructional sequences have created as well.

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

All students have access to standards-based instructional materials.

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

Intervention materials and texts are SBE approved.

## Opportunity and Equal Educational Access

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

Students not meeting grade level standards performance are provided intervention support in English and Mathematics through Study Skills. The program iReady also allows students to work at their current levels in Math and Reading on an independent bases.

Evidence-based educational practices to raise student achievement

As a part of our professional learning community collaboration, staff continue to review and apply highly effective instructional practices. An adaptive educational program called iReady is utilized in ELA and Mathematics to raise student achievement. In addition, teachers implement formative assessments throughout the year to drive instruction and identify improvement areas.

## Parental Engagement

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

Students have access to academic support, Study Skills, Connect Ed., and Homework Club after school through Boys and Girls Club.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School site council provides parents in our community an opportunity to work together with the school and the district in the development of board-approved goals and objectives each year. One such avenue is through the Paradise Intermediate Site Council. The SSC is currently merged with Paradise High School SSC now that both schools share a campus. Parents may serve multiple SSC terms. There is an election every two years to place parents on the SSC. The responsibilities include participating in monthly meetings, monitoring and allocating funds for school activities and serving as liaisons to the community and other parents. Through our monthly meetings, parents participate in the governance of the school, budget decisions, policy and other shared governance responsibilities.

Paradise Intermediate also works to maintain a parent organization. Parents may contribute to fund raising activities, school-family activities, or campus improvement projects. The Paradise Intermediate (PINT) Parent Group is connected to a pool of community members willing to support the school by making material or financial donations. The parent group is currently merged with the Paradise High School Parent Group as now that both schools share a campus. To contact the PINT parent group, parents and community members can visit the Paradise Intermediate School's website and click on the email link or contact the school directly.

We also reach out to parents at Back to School night by providing opportunities to connect with community services, create an Aeries portal account to follow their student's academic progress, and sign up for future parent education opportunities. Back to school night has been put on hold for the Fall Semester of 2020-2021.

Parents have opportunities to be involved in volunteer programs to support the classroom. Parents help plan awards banquets, promotion ceremonies, and the promotion dance. Parents and community members are also responsible for organizing and conducting our club sports programs. Because of their support, students are able to participate in after-school sports programs. Our student activities and our student council provide additional avenues for parents to become involved in extracurricular activities.

## Funding

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

Title 1, and LCAP funds are used to provide four sections of intervention support (Study Skills). Due to PINT qualifying for CSI, there is a budget of \$150,000 to support identified improvement areas.

Fiscal support (EPC)

District Funds, Title 1 funds, CSI and LCAP funds

## **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**

During the fall of 2020 there were multiple meetings with staff to seek input on school improvement. Paradise Intermediate School gathered stakeholder data from parents to focus on school improvement. The data was gathered and shared and input was used to create the SPSA/CSI plan.

PINT uses the School Site Council and parents involved with the School Site Council to consult, review and approve what is included in the SPSA. Site Council spends time at each monthly meeting reviewing school goals and progress towards the accomplishment of each goal. Meetings are held the second Tuesday of each month in the library at 3:30 p.m.

PINT has a CSI/Leadership team that will focus on implementing and monitoring the CSI plan. All stakeholders will be informed throughout the year on SPSA/CSI data.

## **Resource Inequities**

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

Due to the Camp Fire on November 8, 2018, many students and staff have suffered great trauma and loss. The continued need for counselors and support for trauma and loss will be needed. Many students at PINT lack connectivity which in turn makes learning difficult. In addition, PINT has moved facilities and is currently on Paradise High School campus and might return to their old campus next school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.63%	2.6%	3.32%	7	15	8
African American	%	0.52%	0.41%		3	1
Asian	0.47%	0.87%	0.83%	2	5	2
Filipino	0.23%	0.52%	0%	1	3	0
Hispanic/Latino	15.58%	15.6%	16.18%	67	90	39
Pacific Islander	%	%	0%			0
White	74.42%	72.62%	73.44%	320	419	177
Multiple/No Response	%	0.17%	5.81%		1	0
	<b>Total Enrollment</b>			430	577	241

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	142	143	
Grade 7	145	235	111
Grade 8	143	199	130
<b>Total Enrollment</b>	430	577	241

### Conclusions based on this data:

1. As a result of the Camp Fire the student enrollment numbers for 2018-2019 are based on the beginning of that school year rather than after the Camp Fire. You can see that the overall student enrollment numbers drop significantly by 2019-2020. This was the direct result of the Camp Fire. Students were displaced. There are no significant changes in the demographics.
2. Only 26.56% of our school is of ethnic diversity. Compared to California state averages, this is relatively low.
3. There was a significant drop in enrollment for the 2019-2020 school year and slight drop for the 2020-2021 school year. This is a result of the aftermath of the Camp Fire.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	7	7	2	1.6%	1.2%	0.8%
Fluent English Proficient (FEP)	12	19	13	2.8%	3.3%	5.4%
Reclassified Fluent English Proficient (RFEP)	1	1	0	12.5%	14.3%	0.0%

### Conclusions based on this data:

1. There is a low percentage of English Language Learners, FEPs, and RFEPs at Paradise Intermediate School.
2. The total percentage of ELLs, FEPs, & RFEPs for 2019-2020 was 6.2%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	142	147	*	138	144	*	138	144	*	97.2	98	
Grade 7	133	132	*	130	128	*	130	128	*	97.7	97	
Grade 8	138	136	*	133	133	*	133	133	*	96.4	97.8	
All Grades	413	415	*	401	405	*	401	405	*	97.1	97.6	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2502.	2510.	*	12.32	11.11	*	27.54	34.72	*	25.36	24.31	*	34.78	29.86	*
Grade 7	2536.	2532.	*	10.00	10.94	*	37.69	32.03	*	23.85	30.47	*	28.46	26.56	*
Grade 8	2549.	2562.	*	6.77	13.53	*	35.34	34.59	*	35.34	31.58	*	22.56	20.30	*
All Grades	N/A	N/A	N/A	9.73	11.85	*	33.42	33.83	*	28.18	28.64	*	28.68	25.68	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.06	16.67	*	46.72	46.53	*	37.23	36.81	*
Grade 7	17.69	18.75	*	51.54	49.22	*	30.77	32.03	*
Grade 8	19.55	26.32	*	48.12	48.87	*	32.33	24.81	*
All Grades	17.75	20.49	*	48.75	48.15	*	33.50	31.36	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.79	19.44	*	43.07	47.92	*	40.15	32.64	*
Grade 7	21.71	21.26	*	50.39	48.03	*	27.91	30.71	*
Grade 8	14.29	21.05	*	54.89	49.62	*	30.83	29.32	*
All Grades	17.54	20.54	*	49.37	48.51	*	33.08	30.94	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.41	12.50	*	67.88	70.83	*	19.71	16.67	*
Grade 7	8.46	9.38	*	66.15	64.06	*	25.38	26.56	*
Grade 8	7.52	12.03	*	78.20	76.69	*	14.29	11.28	*
All Grades	9.50	11.36	*	70.75	70.62	*	19.75	18.02	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.44	24.31	*	52.55	54.17	*	27.01	21.53	*
Grade 7	24.62	22.66	*	50.77	53.91	*	24.62	23.44	*
Grade 8	18.80	24.06	*	54.89	55.64	*	26.32	20.30	*
All Grades	21.25	23.70	*	52.75	54.57	*	26.00	21.73	*

**Conclusions based on this data:**

1. As result of the Camp Fire, the Paradise Intermediate School Program does not have a 6th grade program as of the 2019-2020 school year.
2. As a result of the Camp Fire, there is no available data in this category for 2018-2019. This makes it impossible to look at current trends based on CAASPP results.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	142	147	*	136	143	*	136	143	*	95.8	97.3	
Grade 7	132	132	*	128	127	*	128	127	*	97	96.2	
Grade 8	138	136	*	131	132	*	131	132	*	94.9	97.1	
All Grades	412	415	*	395	402	*	395	402	*	95.9	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2477.	2490.	*	8.09	6.99	*	13.97	19.58	*	33.09	37.06	*	44.85	36.36	*
Grade 7	2534.	2503.	*	14.84	7.87	*	17.97	25.20	*	35.16	29.92	*	32.03	37.01	*
Grade 8	2514.	2514.	*	11.45	13.64	*	12.21	11.36	*	31.30	27.27	*	45.04	47.73	*
All Grades	N/A	N/A	N/A	11.39	9.45	*	14.68	18.66	*	33.16	31.59	*	40.76	40.30	*

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	11.76	15.38	*	30.88	32.87	*	57.35	51.75	*	
Grade 7	21.88	18.90	*	32.81	29.13	*	45.31	51.97	*	
Grade 8	10.69	15.15	*	38.93	34.09	*	50.38	50.76	*	
All Grades	14.68	16.42	*	34.18	32.09	*	51.14	51.49	*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.29	12.59	*	40.44	41.96	*	49.26	45.45	*
Grade 7	14.84	11.02	*	58.59	45.67	*	26.56	43.31	*
Grade 8	12.21	15.15	*	32.82	48.48	*	54.96	36.36	*
All Grades	12.41	12.94	*	43.80	45.27	*	43.80	41.79	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.76	8.39	*	44.85	48.95	*	43.38	42.66	*
Grade 7	19.53	12.60	*	50.78	59.84	*	29.69	27.56	*
Grade 8	9.16	12.88	*	47.33	43.18	*	43.51	43.94	*
All Grades	13.42	11.19	*	47.59	50.50	*	38.99	38.31	*

**Conclusions based on this data:**

1. As a result of the Camp Fire, there is no available data in this category for 2018-2019. This makes it impossible to look at current trends based on CAASPP results.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
Grade 11		*		*		*		*
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		*	*	*	*	*	*	*	*	*
8	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. There are no results to report.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
577	74.0	1.2	2.3

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	1.2
Foster Youth	13	2.3
Socioeconomically Disadvantaged	427	74.0
Students with Disabilities	110	19.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	15	2.6
Asian	5	0.9
Filipino	3	0.5
Hispanic	90	15.6
Two or More Races	41	7.1
White	419	72.6

### Conclusions based on this data:

1. 74% of students are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Chronic Absenteeism



Red

Suspension Rate



Yellow

### Conclusions based on this data:

1. Due to the Camp Fire on November 8, 2018, PINT received a rating of Red for Chronic Absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

#### Conclusions based on this data:

1. Due to the Camp Fire on Nov. 8, 2018, CAASPP testing was waved for PUSD for the year.

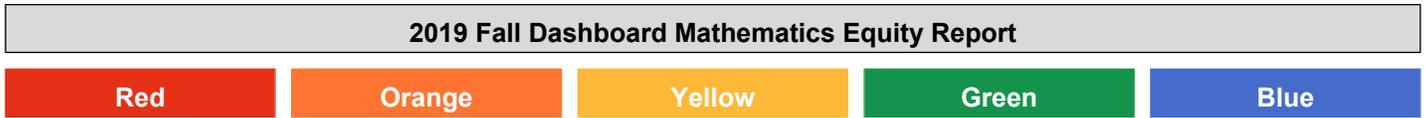
# School and Student Performance Data

## Academic Performance Mathematics

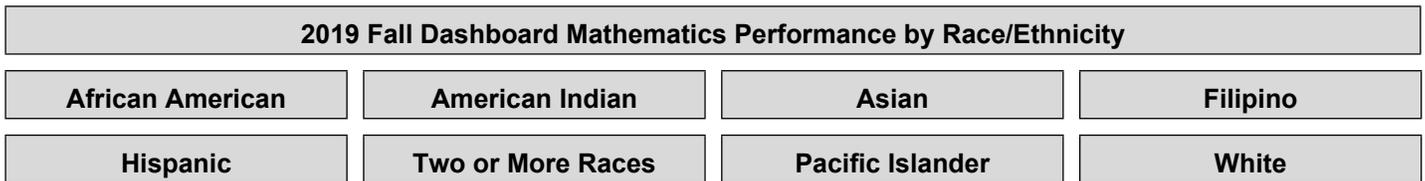
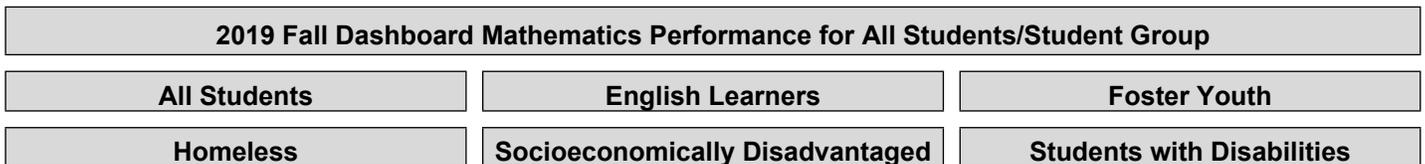
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

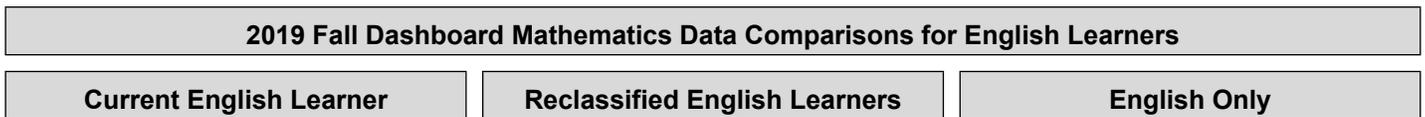
This section provides number of student groups in each color.



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.



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.



### Conclusions based on this data:

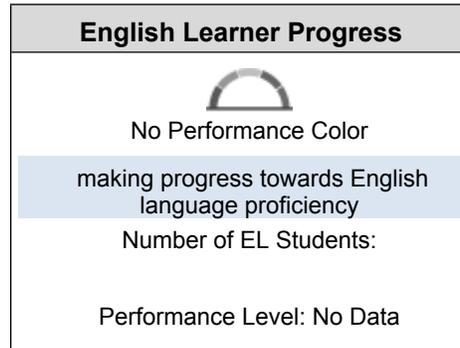
1. Due to the Camp Fire on Nov. 8, 2018, CAASPP testing was waved for PUSD for the year.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. There is no data to report for the 2019-2020 school year.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Due to the Camp Fire on Nov. 8, 2018, CAASPP testing was waved for PUSD for the year.

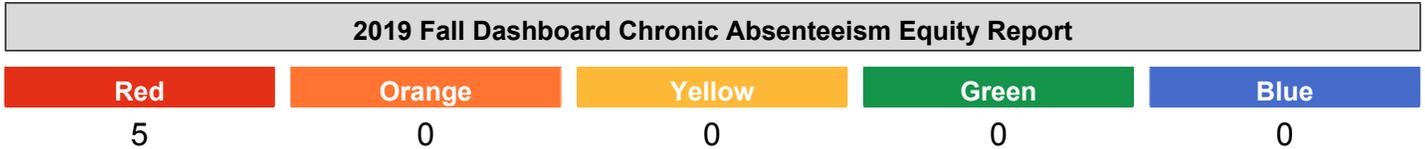
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>33.1</p> <p>Increased Significantly +6.4</p> <p>593</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>38.5</p> <p>Declined -5</p> <p>13</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>34.7</p> <p>Declined Significantly -12.6</p> <p>432</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>33.6</p> <p>Increased Significantly +5</p> <p>553</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>41.1</p> <p>Increased +2.7</p> <p>112</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 52.9 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Red 26.9 Increased +10.9 93	 Red 34.1 Increased +2.6 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 33.2 Increased Significantly +5.6 431

**Conclusions based on this data:**

1. Due to the Camp Fire on Nov. 8, 2018, all student groups received a Red on the CA School Dashboard.

# School and Student Performance Data

## Academic Engagement Graduation Rate

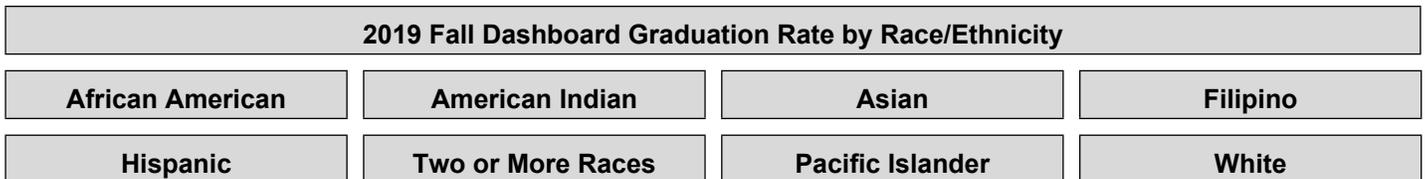
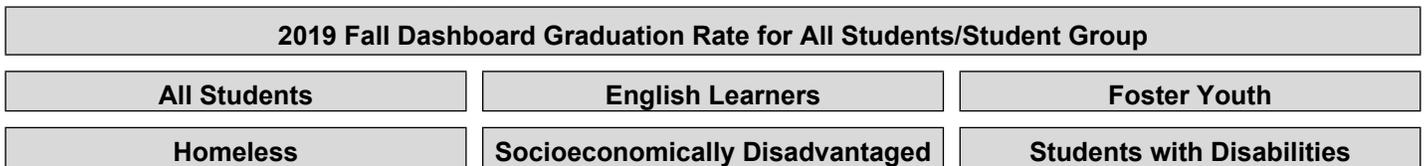
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

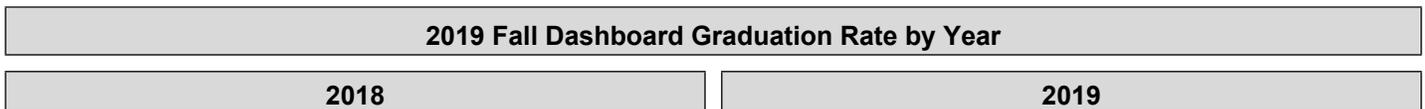
This section provides number of student groups in each color.



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



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



### Conclusions based on this data:

1. No data to report at this time.

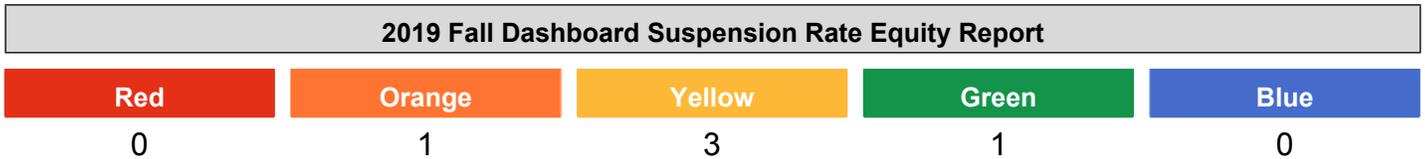
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>12.4</p> <p>Declined Significantly -7.2</p> <p>623</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>20</p> <p>Declined -19.1</p> <p>15</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>11</p> <p>Increased +2.3</p> <p>437</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>12</p> <p>Declined Significantly -9</p> <p>569</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>20.9</p> <p>Declined -10.9</p> <p>115</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color 5.6 18	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.3 Declined -4.9 95	 Yellow 11.6 Declined -10.9 43	 No Performance Color Less than 11 Students - Data 6	 Yellow 13.8 Declined Significantly -6.4 455

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	19.6	12.4

**Conclusions based on this data:**

1. There was a decline in Suspension Rate from 2018 to 2019.
2. All student groups declined in Suspension Rate, except for Homeless Youth.
3. Students with Disabilities received an Orange rating compared to All Students receiving a Yellow rating.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide safe, clean, and well equipped learning environments where students feel physically safe, emotionally cared for, and academically and socially engaged in their schools.

## Goal 1

Paradise Intermediate School will promote and strengthen an environment that is respectful and tolerant, building a more trauma-informed inclusive school community with clean and functioning facilities, providing a positive, safe, and engaging learning environment.

## Identified Need

Due to the Camp Fire, staff and students have suffered trauma and loss. In addition, PINT has not been able to return to its campus and is currently housed at Paradise High School. PINT wants to create an environment that is supportive for students and staff and one that will support all in the learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome										
All staff will be invited to train in MTSS and Restorative Justice.	PINT staff has chosen two areas to focus on this school year: MTSS and Restorative Justice.	100% of staff trained in MTSS and Restorative Justice.										
Reduce overall suspension rate	<p>Suspension total up to March 2020 was:                      26 suspensions total                      7 total for 7th grade                      19 total for 8th grade</p> <p>The most students, 12, were suspended for: caused, attempted or threatened physical injury.</p> <p>(Due to Covid all students were in distance learning at home.)</p>	A decrease in suspension totals.										
Increase student feeling of safety at Paradise Intermediate.	<p>CA Healthy Kids Survey results from 2019-2020 school year show Perceived Safety at School.</p> <table border="0"> <tr> <td>Grade 7</td> <td></td> </tr> <tr> <td>Very Safe</td> <td>5%</td> </tr> <tr> <td>Safe</td> <td>42%</td> </tr> <tr> <td>Neither safe nor unsafe</td> <td>37%</td> </tr> <tr> <td>Unsafe</td> <td>11%</td> </tr> </table>	Grade 7		Very Safe	5%	Safe	42%	Neither safe nor unsafe	37%	Unsafe	11%	Increase perception of safety at school by students to 57% that feel safe and very safe at school.
Grade 7												
Very Safe	5%											
Safe	42%											
Neither safe nor unsafe	37%											
Unsafe	11%											

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Very unsafe 5%	

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

Continued training in developing strategies to support students with trauma to increase student engagement.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1,000

#### Source(s)

Title I Part A: Professional Development (PI Schools)  
1000-1999: Certificated Personnel Salaries Staff and administration to participate in workshops, training, review of resources

### Strategy/Activity 2

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

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

All

#### Strategy/Activity

Professional development through workshops and trainings that focus mitigating learning loss. Professional Development on MTSS through BCOE

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Title I Part A: Professional Development (PI Schools) Provide opportunities for quality professional development
1,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time to develop curriculum and instructional practices
15,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
15,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
10,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries

### Strategy/Activity 3

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

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

All

#### Strategy/Activity

Continue implementation of Virtues Project at PINT

#### 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

During the 2020-2021 all staff will be encouraged to participate in 12 hours of Restorative Justice Training.

#### 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)
30,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
20,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
10,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries

### Strategy/Activity 5

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

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

All

#### Strategy/Activity

Provide curriculum, support materials, equipment to support learning for all student in the core 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)
5000	LCFF  Common Core curriculum support materials

### Strategy/Activity 6

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

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

All

#### Strategy/Activity

Professional Development for the leadership instructor to gain access to new ideas and bring them back to the school to improve school climate.

#### 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)

3000

Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures  
Training for the leadership instructor which  
includes yearbook training.

## 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.

Due to the shelter in place order due to COVID-19, this goal was unable to be completely implemented. The third and final iReady Diagnostics was canceled.

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

There were no major differences.

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

This year, students were permitted to take the iReady diagnostics at home, so the goal is to administer it three times this year. The school is now in a hybrid model as well.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Paradise Unified School District is committed to ensuring that all students have equal access and engage in challenging, relevant, standards based curriculum and differentiated learning experiences to gain 21st century learning skills needed for college and careers. To increase academic achievement and social and emotional strength for all student groups, PUSD will focus on best practices, assessment methods and evidence based interventions.

## Goal 2

PINT will provide academic interventions and prepare students to navigate barriers to their success in high school and beyond. This includes career, and civic readiness while closing achievement gaps.

## Identified Need

Due to the Camp Fire and Covid-19, PINT is trying to reach all students at their level to mitigate learning loss.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic	<p>According to the iReady Reading diagnostic in September 2020:            17% of students were on or above grade level            24% of students were one grade level below            50% of students are two or more grade levels below</p> <p>In 7th grade:            24% are on or above grade level            18% are one grade level below            58% are two or more grade levels below</p> <p>In 8th grade:            12% are on or above grade level            28% are one grade level below            60% are two or more grade levels below</p> <p>(This test was taken at home during distance learning)</p>	<p>Increase the number of students on or above grade level by 5% in 7th and 8th grade.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Diagnostic	<p>According to the iReady Math diagnostic in September 2020:            9% of students were on or above grade level            23% of students were one grade level below            68% of students are two or more grade levels below</p> <p>In 7th grade:            18% are on or above grade level            24% are one grade level below            58% are two or more grade levels below</p> <p>In 8th grade:            4% are on or above grade level            23% are one grade level below            73% are two or more grade levels below</p> <p>(This test was taken at home during distance learning)</p>	Increase the number of students on or above grade level by 5% in 7th and 8th grade.

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

**Strategy/Activity**

Four sections of Study Skills to support struggling 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)**

69,000

**Source(s)**

Title I Part A: Allocation  
 1000-1999: Certificated Personnel Salaries  
 Support struggling students with additional support on school work.

## 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

Review iReady diagnostic three times a year in Reading and Math. Weekly, teachers will monitor the students instructional pathways to improve differentiation in the classroom. Teachers will also encourage all students to do 45 minutes of Reading and 45 minutes of Math instruction weekly.

### 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)

12,500.00

Source(s)

District Funded

Covid-19 Funds

## Strategy/Activity 3

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

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

All

### Strategy/Activity

Use Common Core benchmark assessments measure student learning and adjust instruction. Utilized the SBAC interim block assessments multiple times through 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 4

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

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

English Learners

### Strategy/Activity

Students Identified as English Language Learners or/and low in ELA

**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)

Each teacher meets the needs of English Learners with English Language Development time in the school day.

**Strategy/Activity 5**

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

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

All

Strategy/Activity

Transition from traditional science curriculum and instruction to NGSS standards

**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)

500

Source(s)

Title I Part A: Professional Development (PI Schools)  
1000-1999: Certificated Personnel Salaries  
Release time for staff to plan transition sequence and align resources for support

**Strategy/Activity 6**

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

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

All

Strategy/Activity

Enrich the learning of students through the support of study 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)

5,000

Source(s)

LCFF - Supplemental

Academic trips as determined by grade teams

## Strategy/Activity 7

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

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

All

### Strategy/Activity

To facilitate technology implementation in the classroom, the Technology Coordinator and site Administrators will determine needs, and purchase educational technology. This will be technology utilized to enhance the educational experience for students. It may include but is not limited to Smart TVs, chromebooks (and carts), iPads, Laptop Computers, STEAM technology and computer programs/software.

### 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)

34,000

#### Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Strategic math and ELA intervention

## Strategy/Activity 8

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

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

All

### Strategy/Activity

Curriculum materials and resources to support instruction to include updating or replacing instructional technology. In addition, PINT will be purchasing new multicultural library books to rebuild their library.

### 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)

20,000

#### Source(s)

Title I Part A: Allocation  
  
Additional materials or resources that enhance instruction and student learning

50,000

Comprehensive Support and Improvement (CSI)  
  
Rebuilding PINT library to support learning and engage students in literacy.

## Strategy/Activity 9

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

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

All

### Strategy/Activity

Develop and supply STEAM labs

### 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)

500

#### Source(s)

Title I Part A: Professional Development (PI Schools)

Professional development for incorporating and developing STEAM units

## Strategy/Activity 10

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

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

All

### Strategy/Activity

Develop and supply STEAM and CTE 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)

2,700

#### Source(s)

LCFF - Supplemental

Materials and Resources

## Strategy/Activity 11

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

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

All

### Strategy/Activity

Teachers will use differentiated instruction to mitigate learning loss

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Each teacher will support students with differentiated instruction

## 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.

Due to the shelter in place order due to COVID-19, this goal was unable be completely implemented. Many of the staff Professional Development opportunities were canceled or moved online. We were able to make purchases for STEAM, and do some training prior to school closure.

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 the shelter in place order due to COVID-19, we spent less of this money than anticipated.

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

We are working on bringing Professional Development in the areas of Restorative Justice, and MTSS to the staff through zoom trainings.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Create exceptional connections by effectively engaging all stakeholders by promoting a variety of opportunities for parents, students, staff, and community members to be involved in the learning process and the rebuilding of Paradise Unified School District.

## Goal 3

Create effective connections by engaging all stakeholders by promoting a variety of opportunities for parents, students, staff, and community members to be involved in the learning process and the rebuilding of Paradise Intermediate School.

## Identified Need

Paradise Intermediate School is eligible for a CSI plan during the 2020-2021 school year and stakeholder engagement is key to moving forward. In addition, Paradise Intermediate will be moving to their old campus and stakeholder engagement is important for a successful transition.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent opportunities for involvement and feedback	<p>Aeries accounts, school functions, site council, parent club, surveys</p> <p>On 11/7/20: 8- 7th graders do not have parent portal accounts activated 5- 8th graders do not have parent portal accounts activated</p>	<p>100% of parents will have parent portal accounts.</p> <p>More parent participation in Site Council, Parent Club and survey completion.</p>

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Nurtured Heart Approach training to provide staff and parents with strategies to build positive classroom/school climate.

### 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)

4000

Source(s)

LCFF - Supplemental

## Strategy/Activity 2

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

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

All

Strategy/Activity

Provide parent/guardian evening workshops on Teen Development and NHA

### 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)

1600

Source(s)

Title I Part A: Parent Involvement

Trained staff to provide evening NHA classes to parents, fall and spring

## Strategy/Activity 3

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

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

Strategy/Activity

Leadership students and parent group to celebrate student academic achievement, positive behavior, and attendance

### 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)

4,000

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Supply and material costs

## Strategy/Activity 4

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

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

All

Strategy/Activity

Invite all 6th grade students and their parents to a 'Visitation Day' to introduce them to the school, staff, programs, and build enthusiasm for 6th grade and improve registration.

**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)
300	General Fund Materials
600	General Fund Transportation

**Strategy/Activity 5**

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

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

Strategy/Activity

Provide parent access to school-based services, program, and opportunities for involvement

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
100	General Fund Registration Arena
	District Funded Aeries ABI Portal Accounts
	Parent sign-ups for parent club and activity support roles
	Free and reduced lunch registration

	Transportation registration
	Registration for ASES program with Boy's and Girl's Club

**Strategy/Activity 6**

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

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

All

Strategy/Activity

Provide regular communication with parents/guardians through newsletter using Aeries Communication (All Calls), Facebook, and the school website

**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)

0

**Strategy/Activity 7**

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

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

All

Strategy/Activity

Incorporate Virtues Project lessons into regular classes to improve school climate. Incorporate Social Contracts in Classes to improve school climate.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500

LCFF - Supplemental  
4000-4999: Books And Supplies  
Instructional materials

**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.

Due to the shelter in place order due to COVID-19, this goal was unable to be completely implemented.

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 the shelter in place order due to COVID-19, we spent less of this money than anticipated. We were unable to arrange the 6th grade visitation day for students. The school was also unable to hold the end of the year celebrations for students with the exception of 8th grade promotion.

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

There are no significant changes to the goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$322,300.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$150,000.00
Title I Part A: Allocation	\$123,000.00
Title I Part A: Parent Involvement	\$1,600.00
Title I Part A: Professional Development (PI Schools)	\$9,000.00

Subtotal of additional federal funds included for this school: \$283,600.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$12,500.00
General Fund	\$1,000.00
LCFF	\$8,000.00
LCFF - Supplemental	\$17,200.00

Subtotal of state or local funds included for this school: \$38,700.00

Total of federal, state, and/or local funds for this school: \$322,300.00

# School Site Council Membership

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

- 2 School Principal
- 7 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Larry Johnson	Principal
Cynthia Smith	Classroom Teacher
Millie Teixeira	Classroom Teacher
Cindy Carlson	Classroom Teacher
Becky Safarik	Other School Staff
Alisa Johnsen	Other School Staff
Alysa Winebarger	Secondary Student
Anna Smith	Parent or Community Member
Janel Murphy	Classroom Teacher
Jason Liles	Secondary Student
Kelly Levin	Parent or Community Member
Lowell Forward	Classroom Teacher
Madison Bergman	Secondary Student
Petar Milardovich	Classroom Teacher
Rachel Kagan	Classroom Teacher
Tammi Fabris	Parent or Community Member
Michael Ervin	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 11/10/20.

Attested:



Principal, Larry Johnson on 11/10/20

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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