



THE
COTTONWOOD
SCHOOL

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

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

The Cottonwood School is a free, non-classroom-based public charter school authorized by the Buckeye Union School District. As a TK-12 personalized learning public charter school, TCS operates a school-wide Title I program to meet the needs of its scholars. The Cottonwood School began operation in July 2019, so there is no statewide data available to measure as state assessments were suspended due to the global pandemic.

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

The Cottonwood School (TCS) uses its federal funding to supplement the base instructional program for its students. The 2021-22 School Plan for Student Achievement (SPSA) has been developed to meet the federal requirements for this academic year due to the 1-year suspension of the Local Control and Accountability Plan (LCAP) due to the global health pandemic. Furthermore, this plan aligns with the provisions of the LCAP Federal Addendum, which the California Department approved of Education in the 2019-20 academic year.

The processes in place to ensure funds from state and federal funds are used coherently to support the achievement of TCS's mission, vision, and the goals for all students are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The Parent Advisory Council (PAC) will review and approve the LCAP annually before submission to our Board of Directors for final adoption. Each learning coach (parent) will receive updated progress information about the academic growth of their child(ren) every eight weeks. The Director of School Accountability & Compliance will present the achievement data quarterly for all student groups to the Board of Directors. This process ensures that the state and federal funds are used coherently.

Home School Teachers (HSTs) and staff will meet monthly to review the students' progress in their class. Students are provided with interventions, and HSTs review individual student progress in the core curriculum and intervention. If adequate progress is being made, the HSTs and the WiN Team will determine if the student should continue in the intervention program for an additional cycle. If accelerated progress is being made, the HSTs and the WiN Team may determine if the student should discontinue the intervention program for the cycle. If a student is not making adequate progress, the HSTs and the WiN Team may determine that the student needs more intensive intervention, should be referred for a Student Study Team (SST), or if another intervention would improve the student's skills.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need, in addition to the students who are identified as at-risk, are the students who generate these funds.

As the educational partners meet to determine the schoolwide goals, the review of student achievement data determines the types of activities that should be provided to increase

achievement. The student group data's annual achievement results help the stakeholders determine which activities were effective in the prior year and which activities need to be expanded, modified, or replaced. This is a powerful process of continuous improvement.

We have processes to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. TCS ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the PAC. Learning coaches serve as executive officers on the committee and receive annual training on their duty to develop the LCAP, approve the restricted federal funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions

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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).

The results of the Local Control Accountability Plan (LCAP) Parent Survey (2021-2022) 116 parents responded:

Through this school, my child(ren) receive(s) a good education. 93% Agree

Agree 108

Neutral 7

Disagree 1

The Cottonwood School provides the materials my child(ren) needs to learn, such as textbooks and learning materials that meet the needs of all students, including English language learners, students with disabilities, and those who are gifted. 88%

Agree 103

Neutral 10

Disagree 3

My child(ren) looks forward to doing school each day. 66% Agree

Agree 76

Neutral 34

Disagree 6

My child(ren) feels safe and connected to The Cottonwood School. 73% Agree

Agree 85

Neutral 25

Disagree 6

The school works with me to help my child(ren) do their best with school. 91% Agree

Agree 105

Neutral 9

Disagree 2

My child(ren)'s teacher contacts (calls, emails, speaks to) me when my child(ren) are having trouble learning. 89% Agree

Agree 103

Neutral 13

Disagree 0

National standards or I Can Statements are being taught to students, including English language learners, students with disabilities, and those who are gifted. 81% Agree

Agree 94

Neutral 18

Disagree 4

The school prepares students for future college and/or career paths 75% Agree

Agree 87
Neutral 27
Disagree 2
Not Applicable 0

I am well informed about my child's high school progress toward graduation. 82% Agree

Agree 30
Neutral 6
Disagree 2
Not Applicable 78

I know who to contact to ask questions about my child's high school graduation status. 82% Agree

Agree 32
Neutral 5
Disagree 2
Not Applicable 77

I am aware of available resources from the school to help my child graduate from high school on time (4-year cohort). 79% Agree

Agree 33
Neutral 5
Disagree 4
Not Applicable 74

If your child is an English learner, please answer the question below: My child is being taught to speak, read, and write in English as quickly as possible. 77% Agree

Agree 17
Neutral 4
Disagree 0
Not Applicable 94

The results of the Local Control Accountability Plan (LCAP) Student Survey (2021-2022) 36 students responded:

My school provides a good education. 95% Agree

Agree 34
Neutral 2
Disagree 0

My school provides the materials I need to learn such as textbooks and learning materials to meet my needs. 92% Agree

Agree 33
Neutral 3
Disagree 0

I look forward to school each day. 58% Agree

Agree 21
Neutral 14
Disagree 1

I feel safe and connected to Cottonwood. 78% Agree

Agree 28

Neutral 7

Disagree 1

My school works with my parent/guardian to help me do my best in school. 89% Agree

Agree 32

Neutral 3

Disagree 1

My teacher contacts (calls, emails, speaks to) my parents/guardian when I am having trouble learning. 89% Agree

Agree 31

Neutral 4

Disagree 1

National standards or I Can Statements are being taught to students including English language learners, students with disabilities, and those who are gifted. 78% Agree

Agree 28

Neutral 8

Disagree 0

Cottonwood prepares me for future college and/or career paths 67% Agree

Agree 24

Neutral 11

Disagree 1

Not Applicable 0

I know whom to contact at the school to ask questions about my high school graduation status. 67%

Agree

Agree 8

Neutral 2

Disagree 1

Not Applicable 24

I am aware of the available resources to help me graduate from high school with my cohort (4 years). 69% Agree

Agree 9

Neutral 2

Disagree 1

Not Applicable 23

I am clear what courses I need to enroll in and pass to graduate from high school. 86% Agree

Agree 12

Neutral 0

Disagree 1

Not Applicable 22

The results of the Local Control Accountability Plan (LCAP) Staff Survey (2021-2022) 42 staff members responded: Certificated 40 Classified 2

Cottonwood has established a clear, coherent vision (purpose) of what our students should know and perform. 88% Agree

Agree 37

Neutral 5

Disagree 0

Cottonwood's planning process is broad-based and collaborative. 93% Agree

Agree 39

Neutral 3

Disagree

Cottonwood regularly reviews current practices to determine the degree to which it focuses on successful student learning. 86% Agree

Agree 36

Neutral 6

Disagree

Cottonwood uses assessment results to make changes in Cottonwood's program. 76% Agree

Agree 32

Neutral 10

Disagree

Assessment data is analyzed and used to make instructional decisions. 76% Agree

Agree 32

Neutral 10

Disagree 0

Cottonwood effectively supports professional development to facilitate all students achieving academic standards. 81% Agree

Agree 34

Neutral 6

Disagree 2

Cottonwood has an effective system to monitor all students' progress toward meeting academic standards. 71% Agree

Agree 30

Neutral 7

Disagree 5

Cottonwood implements academic support programs to ensure students are meeting all requirements. 93% Agree

Agree 39

Neutral 3

Disagree 0

Cottonwood's instructional staff members differentiate instruction and evaluate its impact on student learning. 88% Agree

Agree 37

Neutral 5

Disagree 0

Our students are aware of the standards and expected performance levels for each content area.

71% Agree

Agree 30

Neutral 10

Disagree 2

A rigorous, relevant, and coherent curriculum is accessible to all students 90% Agree

Agree 38

Neutral 2

Disagree 2

Our students use technology to assist them in achieving academic standards. 93% Agree

Agree 39

Neutral 3

Disagree 0

Representative student work samples demonstrate that our students can think, reason, and problem solve in group and individual activities. 86% Agree

Agree 36

Neutral 4

Disagree 2

Cottonwood demonstrates caring concern and high expectations for students in an environment that honors individual differences and is conducive to learning. 95% Agree

Agree 40

Neutral 2

Disagree 0

Cottonwood ensures that the parents understand student achievement as measured by academic standards. 81% Agree

Agree 34

Neutral 7

Disagree 1

Cottonwood implements strategies and processes for the regular involvement of parents and the community, including non-English speaking parents. 98% Agree

Agree 41

Neutral 1

Disagree

Cottonwood provides translators as needed. 74% Agree

Agree 31

Neutral 11

Disagree 0

Cottonwood's instructional practices and activities facilitate access and success for diverse student needs. 95% Agree

Agree 40

Neutral 2

Disagree 0

Cottonwood offers adequate services, including referral services, to support students in health, career and personal counseling, and academic assistance. 90% Agree

Agree 38

Neutral 3

Disagree 1

Cottonwood regularly examines student demographics and evaluates the distribution of students throughout school programs/offerings. 74% Agree

Agree 31

Neutral 11

Disagree 0

I am aware of the resources or know who to speak to if my students need social-emotional supports due to the pandemic. 98% Agree

Agree 41

Neutral 1

Disagree 0

Cottonwood's leadership and staff ensure that the support services are directly related to student achievement. 90% Agree

Agree 38

Neutral 4

Disagree 0

Cottonwood has an atmosphere of trust, respect, and professionalism. 100% Agree

Agree 42

Neutral 0

Disagree 0

The Cottonwood School is a place where staff members feel that they "belong."

95% Agree

Agree 40

Neutral 2

Disagree 0

California Standards Implementation What is your overall comfort level in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching? 81% Agree

Comfortable 34

Neutral 7

Not Applicable 1

How comfortable are you in implementing the California Standards (ELA, History/Social Science, Math, NGSS, PE/Health, World Language, VAPA) that you are responsible for teaching? 83% Agree

Comfortable 35

Neutral 6

Not Applicable 1

Classroom Observations

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

The Cottonwood School is a non-classroom based Montessori inspired based charter school.

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)

The two-state assessments used to identify student strengths and areas for improvement, set long-term performance goals, and measure overall student achievement are the California Assessment of Student Performance and Progress (CAASPP) and, for English Learners, the English Language Proficient Assessments for California (ELPAC) Additionally, our local assessment used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth is the Renaissance Learning STAR assessment, given in both reading and math. This test is administered to all grades schoolwide, three times per year.

CAASPP SUMMARY:

Due to COVID-related school closures, we do not have state assessment data available from the 2019-2020 school year.

ELPAC SUMMARY:

All students at The Cottonwood School who are designated as English Learners (ELs), determined through the annual Home Language Survey, are tested yearly using the ELPAC. Students are tested during a weekly scheduled time during the fall months. The oral component is administered individually, while the other sections (reading, listening, and writing) are given in a group setting. Additionally, testing is administered as students enroll or as new documentation indicates a given student may have a home language other than English. Test administrators are all certificated and trained in ELPAC procedures. Students qualifying for English Language Development are provided additional classroom interventions. When available, prior year assessment results, individual student levels, and descriptors of each level are given to HSTs to assist in curricular discussions with the family.

LOCAL ASSESSMENT SUMMARY:

The Cottonwood School participates in all required state testing. The standardized assessments used to drive student instruction are the Renaissance Learning STAR Reading and STAR Math assessments. Our students take this assessment three times per year—upon enrollment, at the end of the first semester, and the end of the school year. Teachers meet to create an action plan with interventions for each student using this data. Our teachers use data from these assessments to measure student mastery of content and skills, identify the need for remediation, and develop instructional plans. Renaissance Learning assessments in reading and math are used to pinpoint student needs, build data-driven instructional programs, modify instruction, set short-term growth target, and measure growth.

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

All students are assessed using multiple measures including curriculum embedded assessments and verified data- assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction. Curriculum-embedded assessments are used in core subjects to monitor student progress and inform instruction. Specifically, HSTs and families use data from these assessments to measure student mastery of content and skills, identify the need for remediation, and develop instructional plans. Renaissance Learning assessments in reading and math are used to pinpoint student needs, build data-driven instructional plans, modify instruction, set short-term growth target, and measure growth. High school students who use Edgenuity online learning platform must pass an assessment at the end of each unit to earn credit.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All members of our teaching staff are highly qualified under ESEA.

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

All of The Cottonwood School teachers are fully credentialed and highly qualified. Professional development is available for all of our instructional course offerings.

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

Our staff development is focused on our ongoing refinement and effective implementation of Common Core State Standards (CCSS). All staff received professional development in current technological advances which is used as a tool to support learning different learning modalities. Additionally, The Cottonwood staff continues to receive ongoing professional development opportunities in NearPod, Canvas, Google Help, Moodle, and Online Curriculums offerings.

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

Training is provided to our staff in areas determined by our administrators and staff. Our teachers receive training from experts in the field, specifically regarding the ELD mandates/updates, and new teachers receive support through the CTI program. Aspiring administrators have 1:1 coaching and training through VCOE. Our directors provide feedback, assistance, and support through formal and informal observations.

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

The Cottonwood School Instructional Administrator Teams collaborate regularly through formal and informal means frequently through their PLC process. Specific time is set aside monthly/weekly for our specialty teams, RISE/BOOST/MTSS/ELD/SPED to collaborate as smaller teams and to bring the results of that collaboration to all staff at our monthly PD/Staff Meeting. Collaboration meeting time is established for in-depth program level calibration. Notes from these meetings are kept digitally.

Teaching and Learning

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

All teachers use the Common Core State Standards to guide instruction with their families. Our teachers continue to receive professional development on the implementation of current changes in curricular updates. All teachers have access to all curricular materials to ensure they can support the needs of their families.

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

In an independent study model, instructional students are assigned and expected to engage independently in activities that meet the recommended instructional minutes for reading/language arts and mathematics.

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

Students are assigned intervention courses in reading/language arts and /or mathematics based on need as determined by individual assessment data and/or teacher recommendation. All students access these courses, and content is modified based on student needs as determined by assessment data. Flexibility is paramount when dealing with this student population to ensure their success. Our student class sizes are determined by the student's grades and mastery skills needed.

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

Standards-based instructional materials are used with all students in all core subjects, and offered at several levels in order to best meet defined student need, including that of English Language Development and Special Education students. K-12 Common Core alignment is complete for ELA and Math.

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

SBE-adopted and standards-aligned instructional materials used with all students. Intervention materials are assigned based on defined student need identified through assessments, primarily the Renaissance Learning local assessments.

Opportunity and Equal Educational Access

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

The Cottonwood School teachers have high expectations for all students. Underperforming students are provided with a standards-based intervention curriculum and instruction, modified pacing, additional instruction and assistance, and personalized online education intervention courses in Math and English.

The Cottonwood School has a strong MTSS/RTI (Response To Intervention) model in which all students receive immediate intervention when they are beginning to struggle with their foundational skills. Our English language learners receive 30 minutes of designated ELD instruction or through an online curriculum daily. Our teachers are highly qualified and well-equipped to differentiate for students with diverse language and learning needs.

Evidence-based educational practices to raise student achievement

Teachers use Direct Instruction, SDAIE strategies, GLAD strategies, constructive feedback, close reading, SMART Goals, Learning Period Meetings, and other research-based educational practices to raise student achievement.

All students have access to an evidence-based curriculum aligned with CCSS in Language Arts, math, social science, and science. Our HSTs use a variety of strategies to support learning.

The Edgenuity program offers an intervention program called My Path. This feature allows teachers to build targeted intervention lessons for students to target achievement gap areas/focus skills for individual students.

Parental Engagement

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

The Cottonwood School HSTs meet with students one-on-one or in small groups, providing us with a low student-staff ratio. Each student only has one teacher, a counselor, in which the parent and student can build a good working relationship to help each student succeed. At the beginning of each school year or when a new student enrolls, students and their parents or guardians meet one-on-one with their teacher to discuss the student's progress and establish an annual plan to move them toward their future needs and goals. This initial planning session allows the parents to ask questions and help determine the course of their child's academic future. Students and families can connect with their teacher during their student/teacher LP meetings or at any time upon request.

Another challenge that some parents face is that a language barrier is often present even if they want to participate in their child's education. The Cottonwood School has several ways to meet family needs in response to this. First, at the time of registration, all students are asked to identify their home language, enabling the school to identify those homes which may need to have information translated. The HSTs make sure that their student's curricula arrive home to parents/guardians.

The Cottonwood School has a Parent Advisory Committee, PAC, composed of parents, teachers, and staff. The PAC meets monthly to make recommendations to the administration regarding the school's operation and ensure that processes align with the school's stated mission, vision, and priorities.

To help students and their families prepare for post-high school education, there are various activities available. The Cottonwood School will begin offering college and career readiness workshops for students in grades 9-12.

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)

The Cottonwood School creates opportunities for students, parents, and staff to provide school leadership feedback through annual school surveys. These are done to gather and assess parent, student, and staff perception data around safety, academic quality and interventions, and school culture.

In addition, the school is working to create and improve the following services:

TCS has established a Parent Advisory Committee and an English Learner Advisory Committee (ELAC and DELAC) to work directly with all interested parents

SST & MTSS/RTI intervention processes

On-going teacher/parent/staff LP Meetings

Teachers discuss assessment results with all students and parents during LP meetings.

The school website informs parents of school information, requirements, and student grades.

School-wide data results were discussed at PAC and ELAC meetings.

Translation of student expectations, school handbook, and school information for parents into their primary language.

Funding

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

Title I, II, III, IV, and V funds directly support our initiatives to meet the needs of low socio-economic students and families, English language learners, and students in other at-risk subgroups. Services provided include teacher positions identified to serve students identified as at-risk of not graduating HS, staffing to support core learning interventions, run intervention programs, small group interventions, and multiple options for internal and external professional development for staff.

Fiscal support (EPC)

The Cottonwood School is a direct-funded charter school. Categorical funds are critical for TCS to function and serve its students. The funds provide curriculum, materials and supplies, support classes, and support staff to help meet the needs of all of our students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Cottonwood School's process for engaging our Educational Partners in the development of our School Plan for Student Achievement (SPSA) includes annual surveys, community forums, meetings with advisory committees and groups throughout the school year, SPSA Presentations to the Board of Trustees, and Educational Partners and posting the draft online. The Cottonwood School reviewed our past interactions with our community partners and found that tribes, civil rights organizations, and advocates of specific student groups are not present or served by our LEA. The School Plan for Student Achievement (SPSA) was developed according to our Local Control and Accountability Plan (LCAP). This development process is part of our data analysis cycle. Educational partners have opportunities to review and analyze data, research, analyze actions, and

share feedback on the efficacy of efforts. Budget development is synced with LCAP/SPSA development, so the analytical work of the LCAP/SPSA drives the growth of the budget.

Parent Advisory Committee (PAC)

The Cottonwood School maintains a Parent Advisory Committee. The PAC is comprised of parents, teachers, and school staff. Parents make up 50% of the PAC, with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds 8 PAC meetings yearly, approximately one per school month. During these meetings student achievement is reviewed the school's/students' needs are assessed, and the school plan is developed based on this analysis.

English Learner Advisory Committee (ELAC)

The school maintains an ELAC. The ELAC advises the Parent Advisory Committee on programs and services for English learning and the School Plan for Student Achievement.

District English Learner Advisory Committee (DELAC)

The Cottonwood School maintains a District English Learner Advisory Committee (DELAC). The DELAC is comprised The DELAC meets four times per school year in November, January, March, and May. The DELAC advises on the plan for educational programs and services for English learners that considers the Single Plan for Student Achievement.

Annual Surveys:

Parent Survey – Administered online

The parent survey is integrated into our Weekly emails, Community Café meetings, and Parent Advisory meetings. The parent survey includes questions in the following three constructs: academic environment, social environment, and family engagement. All 2500 families were invited to participate in the survey process annually.

Student Survey (Gr 4-12) – Administered online.

The student survey includes questions related to the academic and social environments. Students in Gr 4-12 were invited to participate in the survey process.

Staff Survey – Administered online.

The survey is integrated into school staff meetings and our Hawk's Herald. Additionally, the staff is invited to participate through emails. The staff survey includes questions in the following three constructs: academic environment, social environment, and family engagement. Approximately 135 staff members participate in the survey process annually. Each demographic group and job classification are equitably represented.

Invitations are sent through various communication avenues for all Community events, including phone calls and personal contact by our Parent Engagement Advisor and school administrators. All teachers are asked to contact and invite families representing at-risk student groups (student groups with an achievement gap, English learners, low income, and foster youth).

Below you will find the timeline for stakeholder engagement and the approval process for our SPSA: Parent Advisory Council Meeting (January 13, 2022, & February 14, 2022): Reviewed the LCP and provided feedback for the 2021-22 plan. Leadership Team Meeting (February 2 & 3, 2022): Reviewed and discussed the feedback provided by stakeholders. Parent Advisory Council Meeting Approval (May 9, 2022) Reviewed the SPSA and provided final feedback. Board of Directors Meeting (May 24, 2022): Final SPSA approved June 2022.

Resource Inequities

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

need based on feedback from stakeholders include: increased opportunities for tutoring and academic assistance for students coming back to in-person and distance learning, increased opportunities for students to engage in activities/events with their peers during distance learning, and a comprehensive system of support for students in need of socio-emotional support or academic remediation, as well as restorative discipline support for students, and an increased need for professional development to enable staff to meet the needs of students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	N/A%	0.41%	0.5%	N/A	10	12
African American	N/A%	3.75%	3.4%	N/A	92	80
Asian	N/A%	2%	1.9%	N/A	49	44
Filipino	N/A%	0.82%	0.7%	N/A	20	17
Hispanic/Latino	N/A%	14.28%	13.3%	N/A	350	316
Pacific Islander	N/A%	0.24%	0.3%	N/A	6	6
White	N/A%	70.42%	71.5%	N/A	1,726	1,696
Multiple/No Response	N/A%	5.55%	5.5%	N/A	136	130
Total Enrollment				N/A	2,451	2,372

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	N/A	404	243
Grade 1	N/A	228	264
Grade 2	N/A	243	201
Grade 3	N/A	207	230
Grade 4	N/A	215	184
Grade 5	N/A	207	207
Grade 6	N/A	224	190
Grade 7	N/A	188	219
Grade 8	N/A	164	183
Grade 9	N/A	149	126
Grade 10	N/A	108	147
Grade 11	N/A	113	98
Grade 12	N/A	1	80
Total Enrollment	N/A	2,451	2,372

Conclusions based on this data:

1. Enrollment has reduced over the last year due to The Cottonwood School becoming fully independent. The Cottonwood School has a site-based pathway at our Sandstone building with smaller spaces that will be used for small group instruction.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	N/A	153	153	N/A	6.2%	6.5%
Fluent English Proficient (FEP)	N/A	164	179	N/A	6.7%	7.5%
Reclassified Fluent English Proficient (RFEP)	N/A	1	17	N/A	0.0%	11.1%

Conclusions based on this data:

1. This change reflects changes to recent ELPAC testing and reclassification guidelines.
2. The number of EL learners has been consistent over the past two years.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	N/A	N/A	234	N/A	N/A	4	N/A	N/A	4	N/A	N/A	1.7
Grade 4	N/A	N/A	194	N/A	N/A	4	N/A	N/A	4	N/A	N/A	2.1
Grade 5	N/A	N/A	209	N/A	N/A	6	N/A	N/A	6	N/A	N/A	2.9
Grade 6	N/A	N/A	183	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	215	N/A	N/A	5	N/A	N/A	5	N/A	N/A	2.3
Grade 8	N/A	N/A	185	N/A	N/A	4	N/A	N/A	4	N/A	N/A	2.2
Grade 11	N/A	N/A	94	N/A	N/A	4	N/A	N/A	4	N/A	N/A	4.3
All Grades	N/A	N/A	1314	N/A	N/A	28	N/A	N/A	28	N/A	N/A	2.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 4	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	N/A	N/A	N/A	39.29	N/A	N/A	35.71	N/A	N/A	21.43	N/A	N/A	3.57

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 4	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 4	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 4	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 4	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 5	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 6	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 7	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 8	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
Grade 11	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*
All Grades	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No conclusions can be made due to a lack of state assessment data during the 2019-2020 school year and 2020-21.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3			234			6			6			2.6
Grade 4			194			4			4			2.1
Grade 5			209			5			5			2.4
Grade 6			183			*			*			*
Grade 7			215			5			5			2.3
Grade 8			185			4			4			2.2
Grade 11			94			4			4			4.3
All Grades			1314			29			29			2.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3			*			*			*			*			*
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11			*			*			*			*			*
All Grades	N/A	N/A	N/A			17.24			37.93			41.38			3.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No conclusions can be made due to a lack of state assessment data during the 2019-2020 school year and 2020-21.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			1427.0			1428.3			1423.7			30
1			1441.9			1447.9			1435.5			21
2			1524.1			1520.5			1527.2			12
3			1501.0			1492.8			1508.8			22
4			1545.1			1533.1			1556.6			17
5			1588.6			1583.4			1593.5			13
8			1565.0			1571.2			1558.5			11
All Grades												148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			23.33			23.33			30.00			23.33			30
1			23.81			9.52			38.10			28.57			21
2			41.67			33.33			16.67			8.33			12
3			18.18			31.82			40.91			9.09			22
4			41.18			29.41			23.53			5.88			17
5			61.54			23.08			7.69			7.69			13
8			36.36			36.36			9.09			18.18			11
All Grades			31.76			25.68			25.68			16.89			148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			16.67			30.00			26.67			26.67			30
1			33.33			9.52			28.57			28.57			21
2			50.00			25.00			16.67			8.33			12
3			27.27			31.82			27.27			13.64			22
4			58.82			17.65			11.76			11.76			17
5			84.62			0.00			0.00			15.38			13
8			36.36			45.45			9.09			9.09			11
All Grades			39.19			22.97			18.92			18.92			148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			30.00			6.67			40.00			23.33			30
1			4.76			33.33			28.57			33.33			21
2			25.00			50.00			25.00			0.00			12
3			13.64			36.36			36.36			13.64			22
4			41.18			23.53			29.41			5.88			17
5			46.15			7.69			30.77			15.38			13
8			27.27			36.36			9.09			27.27			11
All Grades			25.68			22.97			31.76			19.59			148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			26.67			56.67			16.67			30
1			33.33			52.38			14.29			21
2			50.00			41.67			8.33			12
3			40.91			50.00			9.09			22
4			58.82			35.29			5.88			17
5			53.85			46.15			0.00			13
8			27.27			63.64			9.09			11
All Grades			37.16			51.35			11.49			148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			16.67			33.33			50.00			30
1			28.57			33.33			38.10			21
2			50.00			33.33			16.67			12
3			31.82			31.82			36.36			22
4			47.06			35.29			17.65			17
5			84.62			0.00			15.38			13
8			72.73			18.18			9.09			11
All Grades			42.57			27.70			29.73			148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			16.67			60.00			23.33			30
1			9.52			52.38			38.10			21
2			25.00			66.67			8.33			12
3			18.18			50.00			31.82			22
4			41.18			52.94			5.88			17
5			53.85			15.38			30.77			13
8			36.36			27.27			36.36			11
All Grades			25.00			47.30			27.70			148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K			36.67			33.33			30.00			30
1			14.29			57.14			28.57			21
2			33.33			58.33			8.33			12
3			22.73			68.18			9.09			22
4			23.53			70.59			5.88			17
5			30.77			61.54			7.69			13
8			9.09			72.73			18.18			11
All Grades			23.65			58.11			18.24			148

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No conclusions can be made due to a lack of state assessment data during the 2019-2020 school year and 2020-21.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2372	37.3	6.5	0.1
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	153	6.5
Foster Youth	2	0.1
Homeless	25	1.1
Socioeconomically Disadvantaged	885	37.3
Students with Disabilities	226	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	3.4
American Indian or Alaska Native	12	0.5
Asian	44	1.9
Filipino	17	0.7
Hispanic	316	13.3
Two or More Races	130	5.5
Native Hawaiian or Pacific Islander	6	0.3
White	1696	71.5

Conclusions based on this data:

1. The Cottonwood School has a mission and vision to serve at-risk and socio-economically disadvantaged student populations. These numbers represent and reflect that we are serving our target populations.

2. The percentage of socio-economically disadvantaged, homeless, and students with disabilities are all above average for the area. However, they are representative of our community's needs.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. The Cottonwood School began operation in July 2019 and has no statewide data available to measure as state assessments were suspended due to the global pandemic.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

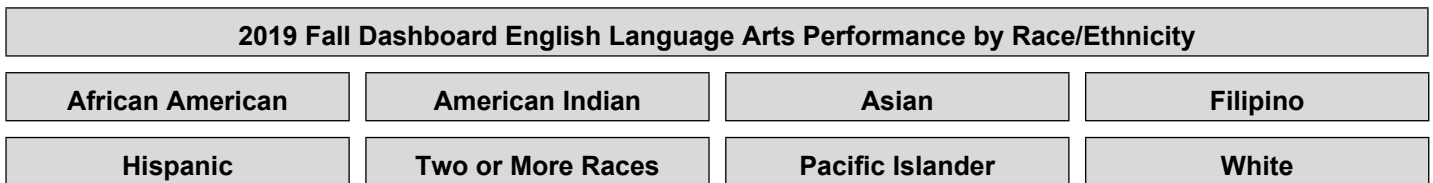
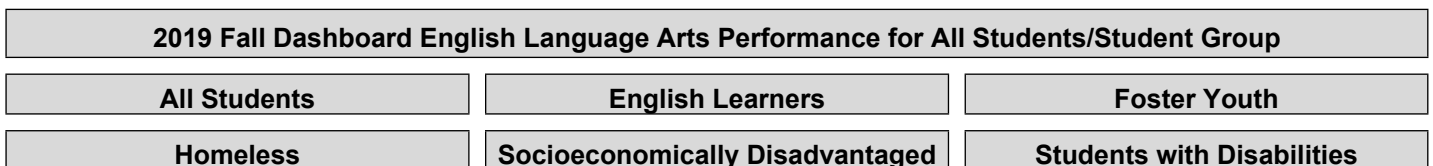
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

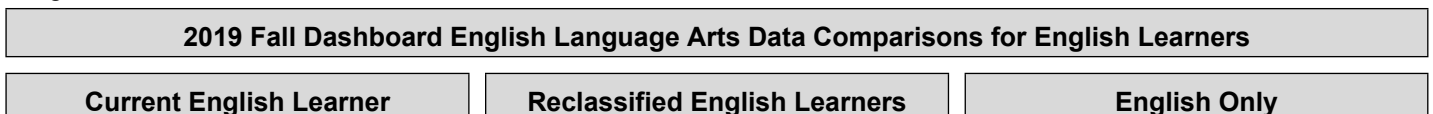
This section provides number of student groups in each color.



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 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.



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.



Conclusions based on this data:

1. The Cottonwood School began operation in July 2019 and has no statewide data available to measure as state assessments were suspended due to the global pandemic.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

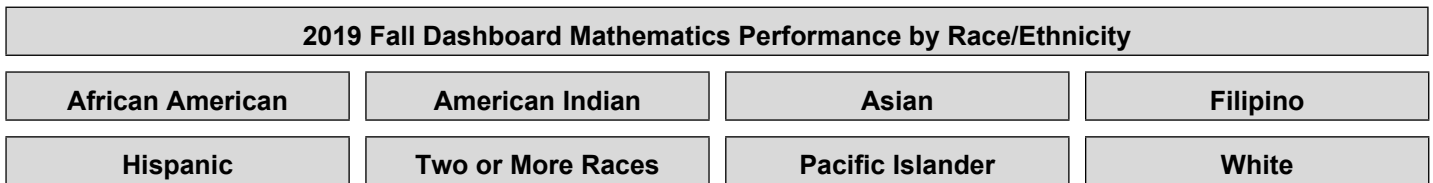
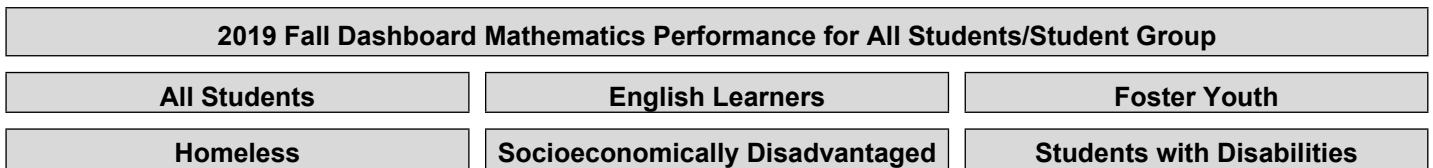
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

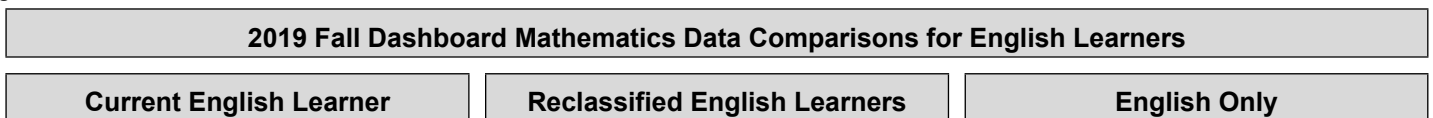
This section provides number of student groups in each color.



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. The Cottonwood School began operation in July 2019 and has no statewide data available to measure as state assessments were suspended due to the global pandemic.

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

2019 Fall Dashboard Student English Language Acquisition Results

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

1. The Cottonwood School began operation in July 2019 and has no statewide data available to measure as state assessments were suspended due to the global pandemic.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	104	100
African American	1	1
American Indian or Alaska Native	2	1.9
Asian	2	1.9
Filipino	0	0
Hispanic	18	17.3
Native Hawaiian or Pacific Islander	1	1
White	74	71.2
Two or More Races	5	4.8
English Learners	4	3.8
Socioeconomically Disadvantaged	63	60.6
Students with Disabilities	9	8.7
Foster Youth	0	0
Homeless	3	2.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	4	3.8
African American	0	0
American Indian or Alaska Native	0	
Asian	0	0
Filipino	0	0
Hispanic	1	5.6
Native Hawaiian or Pacific Islander	0	0
White	2	2.7
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	
Hispanic	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander	0	0
White	1	1.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	1	1.6
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	9	8.7
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic	3	16.7
Native Hawaiian or Pacific Islander	0	0
White	4	5.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	7	11.1
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander	0	0
White	1	1.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	1	1.6
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	23	22.1
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic	3	16.7
Native Hawaiian or Pacific Islander	0	0
White	19	25.7
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	13	20.6
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	18	17.3
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic	3	16.7
Native Hawaiian or Pacific Islander	0	0
White	14	18.9
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	10	15.9
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	4	3.8
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander	0	0
White	4	5.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	2	3.2
Students with Disabilities	0	0
Foster Youth	0	0
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. We need to continue making college and career readiness a priority for our students. This is our LCAP and SPSA goal #1 for this year.
2. TCS has a mission and vision to serve our at-risk and socio-economically disadvantaged student populations.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

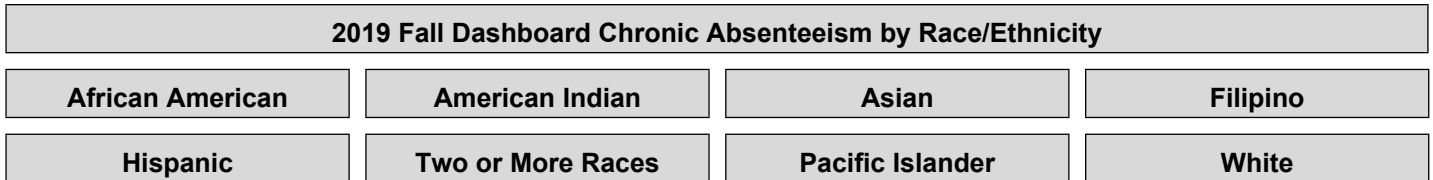
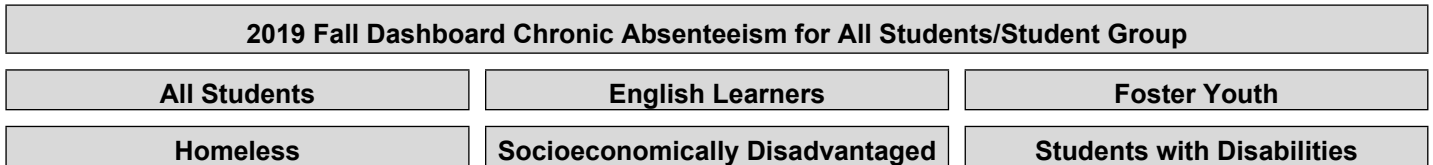
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. The Cottonwood School began operation in July 2019 and has no statewide data available to measure as state assessments were suspended due to the global pandemic.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	104	89	0	85.6
English Learners	4	0	0	0
Foster Youth	0	0	0	0
Homeless	3	0	0	0
Socioeconomically Disadvantaged	63	53	0	84.1
Students with Disabilities	9	0	0	0
African American	1	0	0	0
American Indian or Alaska Native	2	0	0	0
Asian	2	0	0	0
Filipino		0	0	0
Hispanic	18	15	0	83.3
Native Hawaiian or Pacific Islander	1	0	0	0
White	74	62	0	83.8
Two or More Races	5	0	0	0

Conclusions based on this data:

1. The Cottonwood School began operation in July 2019 and has no statewide data available to measure as state assessments were suspended due to the global pandemic.
2. The Cottonwood School's schoolwide percentage increased by 4 percent and improved for all subgroups with the exception of students with disabilities.

School and Student Performance Data

Conditions & Climate Suspension Rate

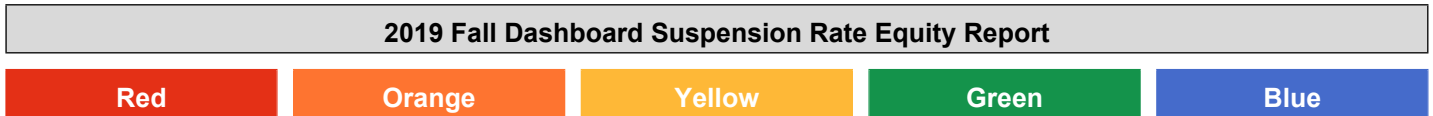
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

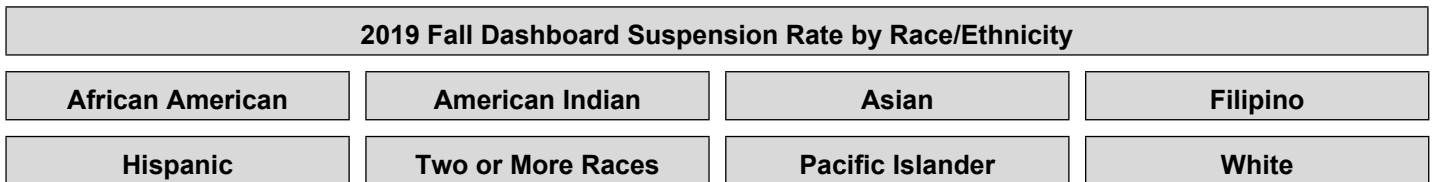
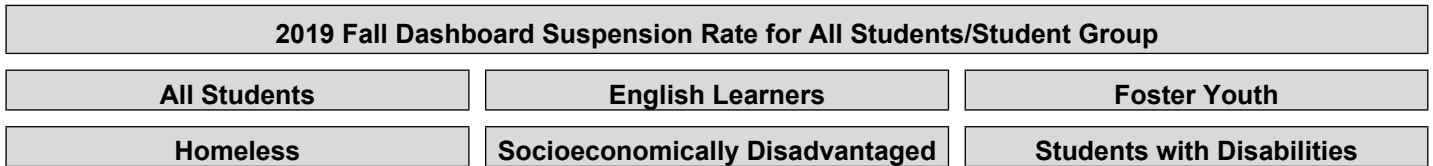
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about 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.



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



Conclusions based on this data:

1. The Cottonwood School began operation in July 2019 and has no statewide data available to measure as state assessments were suspended due to the global pandemic.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness/Academics

LEA/LCAP Goal

The Cottonwood School will provide engaging, high-quality teaching and learning that promotes applying knowledge within an independent study/online curriculum structure. Additionally, TCS will provide culturally responsive instruction and a curriculum that meaningfully incorporates current technology to eliminate academic barriers and support students' paths to college and career readiness.

Goal 1

Ensure that all students will have access to a quality education that promotes college and career readiness in the 21st century.

Identified Need

Self-study findings indicate the need to increase the rigor and relevance of our curriculum and instructional strategies to ensure TCS graduates are appropriately prepared for finding life-long, sustainable employment. Outside research also supports the case for high quality, culturally responsive curriculum to enhance programming and student engagement. We realize the extent to which academic barriers prevent students from setting and achieving goals and that barrier removal is essential to increase retention and graduation rates. As an independent study school, students need various ways to positively engage with the school community to impact their educational experience. Focused professional development for parents/learning coaches continues to be a need because they provide daily instructional support to students. Lastly, TCS recognizes the changing digital landscape and the importance of staying current with instructional technology to improve student achievement.

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Verified Math Assessment (% "At/Above Grade-Level")	77% of all students At/Above Grade-Level	80% of all students At/Above Grade-Level
SBAC Mathematics(% "Meets/Exceeds" Standard)	N/A Create our baseline	Establish School Wide Baseline
Fall Verified Reading Assessment(% "At/Above Grade-Level")	74% of all students At/Above Grade-Level	80% of all students At/Above Grade-Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC English Language Arts(% “Meets/Exceeds” Standard)	N/A Create our baseline	Establish School Wide Baseline
Use of i-Ready benchmark assessment tool.	Students in our ELD and intervention programs will begin using this assessment tool.	3% improvement in the use of i-Ready benchmark assessment tool
All Students: CCI	N/A Create our baseline	Increase by 6% from baseline
English Learners: CCI	N/A Create our baseline	Increase by 6% from baseline
Student with Disabilities: CCI	N/A Create our baseline	Increase by 6% from baseline

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

Cottonwood has purchased online academic interventions for all students in all grades below grade level; to provide immediate access to a standards-based curriculum. Including, but not limited to, i-Ready, Reading Horizons, and 7Mindsets.

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)
15,000	ESSER III 4000-4999: Books And Supplies iReady/Reading Eggs/Reading Horizons
50,000	Title I 1000-1999: Certificated Personnel Salaries Nurse; Intervention; Assistant Director
25,000	Title I 3000-3999: Employee Benefits Nurse; Intervention; Assistant Director

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

Increase the number of students who have access to a computer and internet access. Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress. Additional devices to provide for general education students in need of a device to access their curriculum, online classes or virtual direct 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)

15,000

Source(s)

ESSER III
4000-4999: Books And Supplies
Technology for our Title 1 Students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve services to meaningfully engage students in virtual learning and meetings by expanding Wi-Fi access for our unduplicated 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)

15,000

Source(s)

ESSER III
5900: Communications
WiFi/Zoom

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

Use verified data collection by Internal Common assessments to measure student progress and identify areas our students are struggling and Monitor grade-level growth for all subgroups; sharing monthly writing & math SBAC-aligned prompts

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop dual enrollment partnerships/MOUs with local community colleges.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop a method for accurately collecting data for dual enrollment purposes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

TCS did not have a Single Plan for Student Achievement (SPSA) during the prior two school years (2019-2020 and 2020-2021). TCS completed our Local Control Accountability Plan (LCAP), which

met all SPSA requirements, but due to COVID-related school closures in March of 2020, the LCAP process was suspended. We must complete an SPSA for the 2021-2022 school year. This document is very closely aligned with our most recent school LCAP, which we hope will allow ongoing alignment during the LCAP process.

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

None at this time - no active plan from the prior year to reference

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.

None at this time - no active plan from the prior year to reference

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Optimize Conditions for Learning

LEA/LCAP Goal

Students are provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need.

Goal 2

Students are provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need. Provide highly skilled teachers and support staff who are focused on student-centered learning to promote student growth and achievement.

Identified Need

Our students have increased signs of anxiety, depression, and social issues than we had not encountered previously. The number of students needing a 504 Plan increased; as such, the services required for our case managers also increased. We implemented most of the corresponding Actions substantively. For example, we successfully implemented access to various resources to meet their academic needs, including online, virtual, and in-person instruction.

Students have experienced significant learning loss due to missed school. Students are also experiencing increased social-emotional needs due to the effects of the pandemic.

There is a need to support teachers, including professional development, in mitigating learning loss and supporting students' increased social-emotional needs.

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cottonwood Led Professional Development	75% of The Cottonwood Staff receive professional development	85% of The Cottonwood Staff receive professional development
Team Led Professional Development	75% of The Cottonwood Staff Team meetings will provide opportunities for professional development.	85% of The Cottonwood Staff Team meetings will provide opportunities for professional development.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Team/Teacher collaboration	Team/Teachers will participate in 75% of Team/Teacher meetings	Team/Teachers will participate in 85% of Team/Teacher meetings

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

Increase the social-emotional well-being of students through continued professional development and implementation, including curriculum implementation support, book clubs, in-service days, and newsletters. Ensure that all programs are culturally and linguistically responsive to the needs of our students and their families.

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)

68,400

Source(s)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Teacher Trainers

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

Teach growth mindset to all students, ensure all staff understand the importance of mindsets and have resources to implement teaching of mindsets by including mindset trainings in PD days and regularly sharing Mindset Monday lessons

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Effectively implement online curriculum & digital instructional tools, including use of reports, student-level data, and PD for implementation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000

Source(s)

Title IV Part A: Student Support and Academic Enrichment
2000-2999: Classified Personnel Salaries
Tech

Annual Review

SPSA Year Reviewed: 2020-21

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.

None at this time - no active plan from the prior year to reference

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

None at this time - no active plan from the prior year to reference

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.

None at this time - no active plan from the prior year to reference

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture

LEA/LCAP Goal

The Cottonwood School partners with parents, students, and staff to guide and facilitate student learning opportunities, support choice, provide opportunities to lift marginalized voices, celebrate cultures, create space for understanding, and create avenues for building authentic relationships through various meaningful community events. The Cottonwood School is committed to cultivating a climate of trust and transparency, clear communication, and an opportunity for all voices to be heard and represented.

Goal 3

Promotion of a positive school culture through learning environments that are clean, healthy, safe, and facilitation of diverse, ongoing opportunities for stakeholder engagement. Provide meaningful opportunities for parents and families to engage in student learning.

Identified Need

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. Build a strong sense of community among all stakeholders.

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Learning Period Meetings	95% Parental attendance	Parental attendance will be at least 95%
Parent attendance at ELAC/DELAC Meetings	10% Parental attendance	Parental attendance will be at least 20%
Parent response to questionnaires/surveys/forms for LCAP/ELAC/DELAC	51% Responded	Parent response will be at least 60%
Minimum of 7 Parent trainings and meetings during and outside of the regular school day.	N/A Create our baseline	Increase by 6% from baseline

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

Teachers provide learning opportunities , educational experiences through the daily use of practices that promote equity and access, foster interdependence, individual accountability, and equal participation for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

58,000

Source(s)

Rural Education Achievement Program (REAP)
2000-2999: Classified Personnel Salaries
Parent Advisor

11,600

Rural Education Achievement Program (REAP)
3000-3999: Employee Benefits
Parent Advisor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Special Education/Foster Youth/Homeless

Strategy/Activity

School administrators and teachers utilize a multi-tiered system of supports which includes Zones of Regulation and 7 Mindsets and other means of correction to ensure positive school climates and wellness for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000,000

Source(s)

Special Education
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Ensure that all programs are culturally and linguistically responsive to the needs of our students and their families.

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)

40,000

Source(s)

Title III Part A: Language Instruction for LEP Students
1000-1999: Certificated Personnel Salaries
EL Coordinator

Annual Review

SPSA Year Reviewed: 2020-21

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.

None at this time - no active plan from the prior year to reference

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

None at this time - no active plan from the prior year to reference

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.

None at this time - no active plan from the prior year to reference

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	\$2,318,000.00

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 (\$)
Rural Education Achievement Program (REAP)	\$69,600.00
Title I	\$75,000.00
Title II Part A: Improving Teacher Quality	\$68,400.00
Title III Part A: Language Instruction for LEP Students	\$40,000.00
Title IV Part A: Student Support and Academic Enrichment	\$20,000.00

Subtotal of additional federal funds included for this school: \$273,000.00

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 (\$)
ESSER III	\$45,000.00
Special Education	\$2,000,000.00

Subtotal of state or local funds included for this school: \$2,045,000.00

Total of federal, state, and/or local funds for this school: \$2,318,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ESSER III	45,000.00
Rural Education Achievement Program (REAP)	69,600.00
Special Education	2,000,000.00
Title I	75,000.00
Title II Part A: Improving Teacher Quality	68,400.00
Title III Part A: Language Instruction for LEP Students	40,000.00
Title IV Part A: Student Support and Academic Enrichment	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,158,400.00
2000-2999: Classified Personnel Salaries	78,000.00
3000-3999: Employee Benefits	36,600.00
4000-4999: Books And Supplies	30,000.00
5900: Communications	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ESSER III	30,000.00
5900: Communications	ESSER III	15,000.00

2000-2999: Classified Personnel Salaries	Rural Education Achievement Program (REAP)	58,000.00
3000-3999: Employee Benefits	Rural Education Achievement Program (REAP)	11,600.00
1000-1999: Certificated Personnel Salaries	Special Education	2,000,000.00
1000-1999: Certificated Personnel Salaries	Title I	50,000.00
3000-3999: Employee Benefits	Title I	25,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	68,400.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	40,000.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,000.00
Goal 2	88,400.00
Goal 3	2,109,600.00

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019