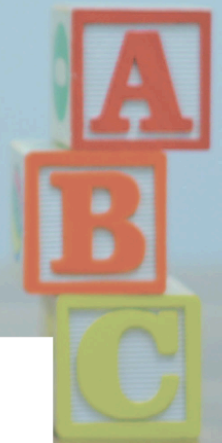




SPSA HANDBOOK

PROVIDED BY STATE & FEDERAL PROGRAMS



2024-2025

Table of Contents

SPSA Training - <https://go.bcsd.com/sat> SFP Handbook

Section	Page
Overview of 2024-2025 SPSA Revisions	3
Quick Guide to Acronyms	6
Purpose of SPSA & CA Education Code	6 & 7
Additional Targeted Support & Improvement Training for ATSI	8
Comprehensive Support & Improvement	10
Equity Multiplier	12
Title I Targeted Assistance Program Requirements	13
Title I Schoolwide Program Requirements	13
Title I Authorized Use of Funds 10 to determine allowable use of funds	14
Local Control Funding Formula	15
Implementing a Title I Schoolwide Program	16
Comprehensive Needs Assessment	17
Educational Partner Input	19
Resource Inequities	19
Annual Review /SPSA Evaluation	34
SPSA Development	38
SPSA Goals	39
Planned Strategies/Activities & Expenditures	45
SPSA Timelines	49
School Site Council Agenda Language	50
Deadlines & Documentation	52
Document Tracking System (DTS)	53
Appendix I SPSA Template	54

Overview of 2024-2025 SPSA Revisions

2024-2025 SPSA Template Revisions

- **Comprehensive Needs Assessment**
 - Updated SWIFT-FIA section per feedback from schools
 - Embedded School Data Chats to remove duplication of work
 - Added New requirement for LCFF Equity Multiplier Schools
- **Annual Review/SPSA Evaluation**
 - Updated Strategy responses to drop down menu and narrative for school to add the data to support responses.
 - Revised Goal Analysis to align with new LCAP Template
- **Goals**
 - Goal 1 Academic Achievement: ELA, Math, Language Supports
 - Goal 2 Social Emotional Learning
 - Goal 3 Family and Community Engagement
 - Goal 4 Professional Learning
 - Goal 5 Comprehensive Support and Improvement (CSI Schools Only)
- **Strategies**
 - **Academic Improvement**
 - ELA Tier I Core and Universal Access
 - ELA Tier II/III
 - Math Tier I - Core and Universal Access
 - Math Tier II/II
 - Language Supports
 - Special Education
 - Intervention Enrichment Learning Opportunities
 - Extended Learning Program STEAM Academy
 - **Social-Emotional Learning**
 - School Safety Plan
 - Positive Behavior Interventions and Supports (PBIS) - Tier I
 - PBIS - Tier II
 - PBIS - Tier III
 - Attendance Structures/Incentives
 - Student Transitions-
 - Equity-Cultural & Linguistic Responsiveness
 - **Family And Community Engagement**
 - Education Opportunities
 - Communication
 - Involvement
 - Parent & Family Engagement Policy and Home/School Compact
 - **Professional Learning**
 - Professional Learning Community/Collaboration
 - Describe your PLC/grade level teams' current practice to review, discuss and plan for EL, LTELS, & RFEP student progress monitoring.
 - Leadership Team
 - MTSS Team
 - Professional Learning Needs
 - PD Supplies

Budget Excels Revisions

- The Fiscal Department will convert current 24-25 SPSA Budgets to new excel.
- Training will be provided Fall of 2024-2025

Revisions:

1. Excel contains Goal and Strategy for specific expenditures

*Teacher Extra Time for PLC/MTSS example
both extra time and cert sub time will always be in Goal 4/Strategy 1*

GL-FNT-OBJ-DC		Goal	Action
1110-1000-1100-01	Teacher Extra Duty/Overtime-Plan	4	1
1110-1000-1100-02	Teacher Substitutes	4	1

2. Fiscal will enter salaries and fixed charges for salaries. **Shaded in Green on excel**
 - a. When schools get a new staff member they will email the fiscal department to update staffing.
 - b. School will get a new staffing report and adjust excels as needed. Fiscal will input fixed charges and costs in excel.

GL-FNT-OBJ-DC		Goal	Action	Current Budget 24-25	YTD as of	Revised Budget
1110-1000-1100-01	Teacher Extra Duty/Overtime-Plan	4	1	-	-	-
1110-1000-1100-02	Teacher Substitutes	4	1	-	-	-
1110-1099-1100-00	Teacher Tutor Salaries		Supplemental Staffing	36,223.00	-	36,223.00
1910-1000-1100-01	Teacher Extra Duty/Overtime-ELT/Tutoring	1	7	-	-	-
1940-1000-1100-01	Teacher Extra Duty/Overtime-PD/Professional Learning	4	2	-	-	-
1110-2130-1900-00	Other Certificated Salaries		Supplemental Staffing	124,598.00		124,598.00
1110-1000-2100-00	Instructional Aide Salaries		Supplemental Staffing	-	-	
1110-1000-2100-01	Instructional Aide Extra Duty/Overtime	4	2	-	-	
1110-1000-2100-02	Instructional Aide Substitutes	4	2	-	-	
0000-8200-2200-01	Classified Support Extra Duty/Overtime	4	7	-	-	
0000-8200-2200-02	Classified Support Substitutes	4	7	-	-	
1110-1000-2900-01	Other Classified Extra Duty/Overtime	4	7	-	-	
1110-1000-2900-02	Other Classified Substitutes	4	7	-	-	
0000-3110-2900-00	Other Classified Salaries		Supplemental Staffing	-	-	
0000-3110-2900-01	Other Classified Extra Duty/Overtime	2	1	-	-	
0000-3110-2900-02	Other Classified Substitutes	2	1	-	-	
8100-5000-2900-01	Other Classified Extra Duty/Overtime	3	1	-	-	

OBJ-DC		Goal	Action	Current Budget 24-25	YTD as of	Revised Budget
3000-00	Employee Benefits Combined			50,308.00	-	50,308.00
	Emp Bnfts (extra time/sub salaries)	Supplemental Staffing		-	-	-
4200-00	Books Other Than Textbooks			-	-	-
4300-00	Supplies & Materials			-	-	-
5200-00	Travel & Conference	4	2	-	-	-
5600-00	Repairs/Contracted Maintenance	Supplemental Staffing		-	-	-
5710-11	Duplicating	1/2	1/2	-	-	-
5710-12	Transportation	1	7	-	-	-
5800-00	Consultants/Professional Dev.	4	2	-	-	-
5800-99	Contingency	Supplemental Staffing		11,258.00	-	11,258.00
5805-00	Online Programs/Software Agreements	1/2	7/2	-	-	-
5806-00	Student Activities-Field Trips/Consultant	1	7	-	-	-

3. As requested by SFP Department, Fiscal will run excels to include YTD expenditures (True Up Budget Revisions, Addendums, Annual Review) for schools to see planned vs actual expenditures. Grey shaded area in example above.

4. Excels will automatically calculate 85%

Position Costs and Contracted Maintenance are limited to 85% of net allocation.									
		85% of Net Allocation =		\$	275,394	Current Sal/Ben	Contracted Maintenance	Total	
						211,129.00	\$ -	211,129.00	

5. Fiscal has created a chart on TAB 2 of budgets that will calculate benefits for salaries and extra time

BAKERSFIELD CITY SCHOOL DISTRICT 2024/2025 SCHOOL YEAR EMPLOYER-PAID FRINGE BENEFITS AND RATES																		
Determine the cost of benefits by applying to the annual salary the appropriate total percent and then adding the HS/W annual amount if applicable																		
Employee Groups	Ben Code	Object Codes (Certificated/Classified)										TOTAL %	Total Salary	Benefit Amount	Health & Welfare (Annual)	FTE	Amount of HS/W	Allocation Calculation
		3101/3102	3201/3202	3301/3302	3301/3302	3301/3302	3501/3502	3601/3602	SISG Def	Unemploy-	Workers							
Teacher Unit (BETA)	BETA	X	0.191	PERS 0.277	CASDI 0.062	MEDI 0.0145	Benefits 0.038	0.0005	Comp 0.005	Retiree CE 0.0138	Retiree CL 0.0243	0.22580			\$ 21,407	0.75	\$ 16,055	Total Salary \$ 120,000.00 Total Benefits \$ 49,503.00 Total Cost \$ 168,503.00
Teacher Tutors (TCHTUT)	TCHTUT	X			X			X	X	X		0.22580			N/A			1st % of Allocation \$ 75,826.00 1st Allocation Amount 45%
Teacher Tutors NO STRS (TCHTUTNO)	TCHTUTNO				X			X	X	X		0.03480			N/A			2nd % of Allocation \$ 92,677.00 2nd Allocation Amount 55%
Certificated Management (MNGTCE)	MNGTCE	X			X			X	X	X		0.22580			\$ 13,446		\$ -	
Classified Management (MNGTCL)	MNGTCL		X	X	X			X	X	X		0.38430			\$ 13,446		\$ -	
Supervisory (SUPV)	SUPV		X	X	X			X	X	X		0.38430			\$ 14,954		\$ -	
Confidential (CONF)	CONF		X	X	X			X	X	X		0.38430			\$ 15,267		\$ -	
Skilled Trades (SKILL)	SKILL		X	X	X			X	X	X		0.38430			\$ 22,014		\$ -	
CSEA1 Classified less than 4 hours	CSEA1				X	X	X	X	X	X		0.08330			N/A			
CSEA2 Classified 4-8 hours	CSEA2		X	X	X			X	X	X		0.38430			\$ 22,014		\$ -	
Certificated Extra Time (CEREXT)	CEREXT	X			X			X	X	X		0.22580			N/A			
Substitutes (SUBS) Certificated and Classified	SUBSCE SUBSCL				X	X	X	X	X	X		0.07280 0.08330			N/A N/A			
Classified Extra Time (CLEX1) Extra time for Classified members less than 4 hours	CLEX1				X	X	X	X	X	X		0.08330			N/A			
Classified Extra Time (CLEX3) WIPERSCLEX3 Extra time for Classified members between 4-7 hours	CLEX3		X	X	X			X	X	X		0.38430			N/A			
Classified Extra Time (CLEX2) Extra time for 8 hour Classified members	CLEX2			X	X			X	X	X		0.10730			N/A			
MILEAGE STIPENDS For certificated mileage stipends (object code 5210), charge Medicare (0145) if applicable For classified mileage stipends (object code 5220), charge GASDI (062) and Medicare (0145) if applicable												0.0145 0.0795						
RETREE BENEFITS (applies to all salaries including extra-time and subs) Certificated retiree benefit rate	RETCE											0.0138						
Classified retiree benefit rate	RETCL											0.0243						

Acronyms

SPSA or School Plan - School Plan for Student Achievement

ESSA - Every Student Succeeds Act (Current Federal Education Law)

CSI - Comprehensive Support and Improvement

TSI - Targeted Support and Improvement

ATSI - Additional Targeted Support and Improvement

LEAs - School Districts, County Offices of Education (COEs), and Charter Schools

CNA- Comprehensive Needs Assessment

Purpose of School Plan for Student Achievement

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 School Site 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.

California Education Code

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California *Education Code* [EC] Section 65000[b]).

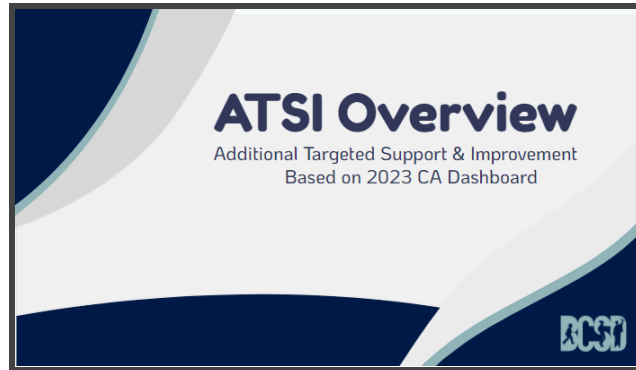
The SSC shall develop the content of the SPSA (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]). Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

A LEA shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and that SPSAs were developed with the review, certification, and advice of the school English learner advisory committee (ELAC), if required (EC Section 64001[c]).

CA ACCOUNTABILITY

Additional Targeted Support & Improvement (ATSI)



Click on image for link to Overview

CSI Criteria	ATSI Criteria
Based on overall school indicators-All students	Based on student groups
<ul style="list-style-type: none"> ● Graduation Rate (High School) ● Not less than the lowest-performing five percent of Title I schools <ul style="list-style-type: none"> ○ The eligibility criteria are: <ul style="list-style-type: none"> ■ Schools with all indicators at the lowest status level ■ Schools with all indicators at the lowest status level but one indicator at another status level 	<p>Schools that are not eligible for comprehensive support and improvement (CSI) and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI.</p> <p>The student groups used for ATSI determinations are:</p> <ul style="list-style-type: none"> ● Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races) ● Homeless Students ● English Learner Students ● Foster Youth Students ● Student with Disabilities ● Socioeconomically Disadvantaged Students

ATSI Requirements

The LEA is required to:

- Provide notification to such school with respect to which student group or student groups in such school are consistently underperforming
- Approve and monitor implementation of each school plan
- Take additional action following unsuccessful implementation of such school plan after a

number of years determined by the LEA

Upon notification by the LEA, **the school is required to partner with stakeholders to:**

- Develop and implement a school-level plan to improve student outcomes (SPSA)

School Plans must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals (SPSA Metrics);
- include evidence-based interventions; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of their school plan.

SPSA Development:

1. School plan **METRICS** must be aligned to student groups for metrics that are Low/Very Low (Chronic Absenteeism/Suspension = High/Very High)
 - a. [CA Dashboard](#)
2. Identified need(s) during **Comprehensive Needs Assessment:** specifically call out the needs of student groups that are underperforming
3. **Evidence Based** Strategies/Actions to address identified needs.
4. **Prioritize funding** to address identified needs or resource inequities.

Comprehensive Support & Improvement



CSI Requirements

Upon receiving notification from the State, and in partnership with educational partners and for each school that meets the criteria, the LEA shall:

- Locally develop and implement a plan for the school to improve student outcomes
- Approve each plan

The Plan must:

- Be informed by all State indicators, including student performance against State-determined long-term goals;
- Be based on a school-level needs assessment;
- Include evidence-based interventions; and
- Identify resource inequities, which may include a review of LEA- and school-level budgets, and address those inequities through implementation of the plan.

Allowable Use of Funds

Allowable Use of Funds and Evidence-based Interventions

The California Department of Education (CDE) requires LEAs that receive ESSA, Section 1003 school improvement funds, to prioritize and focus these funds towards the area(s) identified for

improvement for each school that was identified for CSI, based on the school-level needs assessment(s) and root cause analysis.

The California legislature also stipulated in the current and previous budget acts that ESSA, Section 1003 funds shall not be expended to hire additional permanent staff.

LEAs must only expend its ESSA school improvement funds at or on behalf of its CSI-eligible schools on evidence-based interventions/strategies/activities directly related to the following CSI plan development and implementation efforts:

- Building capacity
- Partnering with stakeholders
- Conducting needs assessments and root cause analysis
- Selecting and implementing evidence-based interventions/strategies/activities
 - Under the ESSA, CSI plans are required to be evidence-based. Section 8101(21)(A) of the Elementary and Secondary Act, as amended by the ESSA, defines an evidence-based intervention as being supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.
- Using data and outcomes to monitor and evaluate improvement efforts
- Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting

Equity Multiplier Program Requirements

Eligibility for LCFF Equity Multiplier Funding

Schoolsites with prior year non stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent, as reported in the California Department of Education's Stability Rate Data file, within a county office of education, school district, or classroom-based charter school that generates an LCFF entitlement are eligible for LCFF Equity Multiplier funding.

Allowable Uses

EC Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students.

Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school and/or student performance.

Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEAs Local Control and Accountability Plan or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Program Requirements

<https://www.cde.ca.gov/fg/aa/lc/equitymultiplier.asp#Program>

Required Focus Goal(s) for Equity Multiplier Funding

Focus goals for Equity Multiplier schoolsites must address the following:

1. All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
2. Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

Required metrics for Equity Multiplier goals: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Title I Targeted Assistance Program Requirements

The purpose of a TAS program is to assist schools and LEAs to meet their responsibility to provide for all their students served the opportunity to meet the challenging state academic standards (Every Student Succeeds Act [ESSA] Section 1115[b]). In all schools selected to receive Title I, Part A funds that are ineligible for a SWP, have not received a waiver to operate a SWP, or choose not to operate a SWP, a **LEA may use funds to provide services to eligible students identified as having the greatest need for special assistance** (ESSA Section 1115[a]).

The eligible population for Title I, Part A services in a TAS program is:

Students identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school, except that students from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the LEA and supplemented by the school (ESSA Section 1115[c][1][B]).

Title I Schoolwide Program Requirements

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *CFR* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

A school may operate a Schoolwide program with 40 percent or more of its students living in poverty.

An eligible school operating a SWP shall develop a comprehensive plan, that is:

- Developed during a 1-year period
- Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan
- To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary
- Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards
- Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand
- If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

- Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);
- Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and
- 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 (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 *CFR* 77.1[c]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 *CFR* Section 200.26[a][3]).

Title I Authorized Use of Funds

The California Department of Education (CDE) recommends that local educational agencies (LEAs), County Offices of Education, and direct funded charter schools should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

1. The activity/expenditure is aligned to meet the challenging State academic content standards [Every Student Succeeds Act (ESSA) Section 1112(a)(3)(B)(i) and ESSA Section 1112(b)];
2. The activity/expenditure is an evidenced-based educational strategy (ESSA Section 1003[b][1][B], ESSA Section 1114[d], and ESSA Section 1115[h]);
3. The activity/expenditure is reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
4. Title I, Part A funds used supplement the funds that would, in the absence of such funds, be made available from State and local sources, and does not supplant such funds (ESSA Section 1118[b][1]);
5. Title I, Part A funds used are the current Federal fiscal year or the subsequent fiscal year (ESSA Section 1127[a]).

Title I schools should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

1. The activity/expenditure meets a need identified in the comprehensive needs assessment for Schoolwide Program (SWP) Schools (ESSA Section 1114[b][6]);
2. The activity/expenditure is included in the Single Plan for Student Achievement (SPSA) [EC 52853(a)(6)-(7) and EC 64001(f)-(g)];
3. The SPSA has been approved by the local governing board [EC 52855 and EC 64001(g)-(h)];
4. The SPSA annually evaluates progress toward accomplishing goals [EC 64001(f)], and
5. The activity/expenditure has been reviewed, approved, and recommended by the School Site Council to the local governing board [EC 52853(b), EC 52855, and EC 64001(a)].

If an LEA or school has not successfully completed all of the above rationale, it is not likely to be an authorized use of Title I, Part A funds.

BCSD Guidance on Title I, Part A Allowable & Unallowable Expenditures
State & Federal Programs Handbook page 50 (linked on SPSA Padlet)

Local Control Funding Formula

The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.

The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the local control funding formula (LCFF). Under the LCFF, all local educational agencies (LEAs) including school districts, are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) sections 52060(d), 52066(d), and 47605.

LCFF funds allocated to BCSD schools are supplemental/concentration funds for planned actions/services contributing to increasing or improving services for the targeted disadvantaged pupils. Targeted pupils are those classified as English learners (EL), meet income requirements to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

As schools plan and implement LCFF funded expenditures please note that for each action being provided to an entire school, or across the entire school district, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

BCSD Allowable expenditures and expenditures that do not align with the intent of LCFF S/C Funds

State & Federal Programs Handbook page 53-55 (linked on SPSA Padlet)

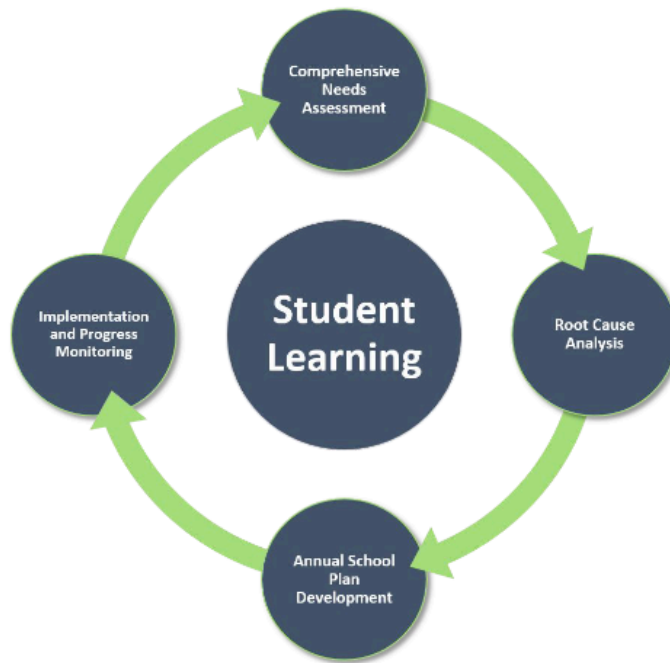
Implementing a Title I Schoolwide Program



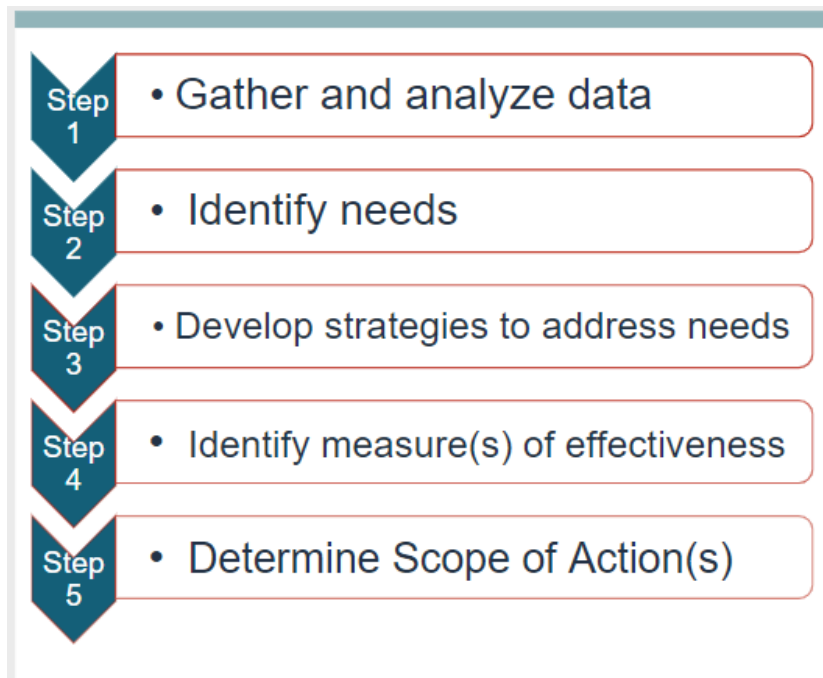
Under the Every Student Succeeds Act (ESSA), the Department of Education released new Non-Regulatory Guidance on supporting school reform by leveraging federal funds in a Schoolwide program. Per the Department of Education, There are three required components of a Schoolwide Title I Program:

1. Conducting a **comprehensive needs assessment**.
 - To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)).
 - Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)).
 - Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
2. Preparing a **comprehensive Schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The Schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)). To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
3. Annually **evaluating the Schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the Schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Comprehensive Needs Assessment & Annual Review of SPSA



Data Driven Decision Making - Impacting Educational Outcomes



Step 1: Gather and analyze data - Examine relevant academic achievement data to understand students' most pressing needs and their root causes for the Comprehensive Needs Assessment and Annual Review.

Gather: Begin by collecting and organizing data for analysis.

Data Links:

[School Site Data Folder](#)

California Data Dashboard (State)

- CAASPP
- English Learner Progress
- Chronic Absenteeism
- Suspension

STAR Reports

- STAR Data (Winter)
- STAR Performance Level (Winter)

Districtwide Progress Monitoring (Local)

- Attendance
- Chronic Absenteeism
- Suspension

[Schoolzilla \(Local\)](#)

[Kern Integrated Data System: KIDS](#)

Analyze: Examine relevant academic achievement data to understand students' most pressing needs and their root causes for the Comprehensive Needs Assessment and Annual Review.

- **School 2023-2024 Data Chat** - Problem of Practice(s) , Promising Practice(s)
- Review the **CA Dashboard and local data** using the Guiding Questions
This may include both success and challenges, description of any areas of low performance and significant performance gaps among student groups, **specifically addressing ATSI student groups**

Guiding Questions:

- How well are your students achieving?
 - Which student groups are you looking at?
 - What evidence-based practices/strategies are you using to support learning?
 - What interventions and supports are being provided to support learning gaps?
 - How are resource inequities being identified and addressed?
 - How does your SPSA tell your school's story?
- **Resource Inequities** - required for ATSI, CSI schools
 - **SWIFT-FIA** in DTS Comprehensive Needs Assessment.
 - **Educational Partners Input**

Educational Partners Input

Meaningful involvement of parents, students, and other educational partners is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., Leadership Team, English Learner Advisory Council, AAPAC, SSC, etc.).

In the SPSA section Education Partners, 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.

Educational Partners

1. Identify applicable partner(s) or group(s) here
2. Describe the process for engaging the identified education partner
3. Provide the specific feedback from educational partner

Educational Partners	Process for Engagement	Input on Comprehensive Needs Assessment, Annual Review, & SPSA Development	Date(s)

"Add row"

Resource Inequities

As part of the comprehensive needs assessment process at your school, a Resource Inequities Review lens must be considered. Your school must reflect upon and identify resource inequities that may contribute to areas of lower performance.

The Resource Inequities reflection questions are intended to support your school in surfacing any potential inequities that could be identified and addressed by the school site in the SPSA.

Keep in mind, the inequities identified and addressed in your plan must be actionable at the school site.

Steps to determine Resource Inequities

1. **Read over the brief definitions of the dimensions of resource equity.**
 - a. Which dimension might be a strength for your school?
 - b. Which dimension would you like to explore further?

What is Resource Equity?

A working paper that explores the dimensions of resource equity that support academic excellence by Jonathan Travers Updated Oct. 2018 (pgs 2-3)

Dimensions of Resource Equity

The following table incorporates brief definitions of each dimension of resource equity. In the pages to come, we take a deeper dive into the dimensions with references to key research, examples of actions leading districts

are taking to promote equity, and ample diagnostic questions for system leaders and advocates.

Factors that directly impact the student experience	
Teaching Quality	Research and experience tells us that consistent access to effective teaching has a dramatic effect on student achievement. However, too often districts have difficulty attracting and retaining their best teachers in high-need schools. Any definition of resource equity must ensure that students with greater needs have at least as much access to excellent teaching, if not more.
Empowering, Rigorous Content	Research has shown a relationship between the level of expectations that systems, schools, or teachers set for their students and their students' subsequent levels of achievement. Those expectations play out in richness and rigor of curriculum material, the way instruction is delivered, what assignments students receive and the rigor with which they are graded, and access to advanced course material. Though we typically find much lower rigor in high-need schools, high-performing schools and systems actively manage the level of intellectual rigor that teachers demand of all students.
Instructional Time & Attention	We typically see very little variation in total student instructional hours. Using time well means differentiating instruction to meet students and then accelerating progress to help students with diverse learning needs learn rigorous, grade-level content. In addition, when time is used effectively, adding instructional hours to the school year can be a powerful lever for improving student outcomes.
Early Intervention	Intervening early to keep students on track is much more effective than trying to “catch” students back up once they have fallen behind. This suggests that ensuring access to academic interventions (e.g., early warning systems and Response to Intervention programs designed to quickly identify specific student needs and address them before they become major problems) for all students is critical to ensuring resource equity.
Early Learning	Research on early childhood education suggest that access to high-quality pre-K programs are among the highest impact ways to improve outcomes for students. Providing access to early learning opportunities particularly for students coming from families living in poverty or who have special learning needs is critical to ensure that they can achieve at the same levels as their peers later in life.
Whole Child Approach	Research demonstrates that students need certain social, emotional, and academic development (SEAD) skills and competencies in order to participate in rigorous learning. And, students who arrive at school with unmet health, social, or emotional needs are at greater risk of poor performance. Schools that strategically organize resources focus on proactively supporting SEAD skills

	and competencies for all students and also integrate more intensive supports for students with greater social, emotional, or health needs. Schools that have higher concentrations of students with more intensive needs will need more resources to provide effective support.
Family Academic Engagement	Parent/caregiver interest and involvement in their child’s academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. School and system leaders can organize and invest to lower these barriers to better engage with parents.
Factors that indirectly impact the student experience	
School Funding	While the relationship between school funding levels and outcomes is complex, recent studies point to a positive correlation between increased resources and the achievement of low-income students over time. But, we know that extra spending does not necessarily lead to accelerated learning because the dollars aren’t always used on strategies likely to accelerate learning. Extra dollars only matter when they are used well.
School Leadership Quality	Strong leaders raise the overall effectiveness of their entire teaching staff by organizing to attract, retain, and develop strong teachers and teams. We consistently find that schools with higher needs have less-experienced leaders and fewer effective teachers to play leadership roles.
Diverse & Inclusive Schools	While it may seem odd to suggest that “who” students attend schools with is a “resource,” the literature on the “peer effect” on student performance suggests that a student’s classmates/schoolmates are an important driver of outcomes. When students have the opportunity to attend a school that enrolls a mix of races and backgrounds, it can promote greater understanding and effectiveness in working with others. Districts and communities can seek to increase school diversity through student assignment and choice or magnet policies, though these practices vary greatly in different communities and contexts.

2. Resource Inequity Reflection Questions

Resource Inequity Reflection Questions

Instructions: As part of the comprehensive needs assessment process at your school, a Resource Inequities Review lens must be considered. Your school must reflect upon and identify resource inequities that may contribute to areas of lower performance. The Resource Inequities reflection questions below are intended to support your school in surfacing

any potential inequities that could be identified and addressed by the school site in the SPSA. Keep in mind, the inequities identified and addressed in your plan must be actionable at the school site.

The term “Resources” should be considered broadly in terms of access to programs and materials, program quality, time and/or funding. If the school plans to address an inequity through providing additional funds, Title I funding rules still apply (e.g., not used to fund AP classes etc.). Lastly, the school may reflect on additional self-identified questions.

Key resource levers to create equitable learning experiences for all students

Dimension	Diagnostic Questions to Identify Possible Resource Inequities
Teaching Quality	<ul style="list-style-type: none"> ● Does the school have a reliable way to measure teaching effectiveness? If so, how are highly effective teachers distributed across classrooms or across students of different need levels? ● How are novice teachers distributed across classrooms or across students of different need levels? What additional resources do novice teachers receive? ● Do low-performing students have access to the most experienced and effective teachers? ● Is access to excellent teaching available to high-need students at levels greater than low-need students?
Empowering, Rigorous Content	<ul style="list-style-type: none"> ● Are student assignments in equivalent courses equally challenging across high- and low-need students? Do students have access to curriculum aligned with empowering, grade-level standards? ● Do the relationships between student grades and student assessment outcomes indicate that all students are held to a high standard? ● Do all student groups (e.g., English Learners, Students with Disabilities etc.) have equitable access to rigorous content and courses? ● Do students with similar performance levels within the school get placed into advanced classes at the same rates regardless of race or income? ● How many of your students are identified as gifted? What percentage does that represent? ● What is the gifted identification rate across student groups? ● How do the school’s identification rates compare to the District-wide/Local District average?
Instructional Time & Attention	<ul style="list-style-type: none"> ● Are additional instructional opportunities provided to students outside of the regular schedule, e.g., credit recovery, summer term, bridge programs, etc.? ● How much time does the school give its struggling students in areas where they are behind? Does the school spend more instructional time in areas of high priority? ● Are students’ class schedules fully utilized? How much of their schedule is free time or inefficient time? Does this vary across the school? ● To what extent does the school differentiate classroom sizes and teacher loads to provide greater individual attention to students with greater needs in academic areas?
Early Intervention	<ul style="list-style-type: none"> ● What percentage of students who fall behind have access to intervention support?

	<ul style="list-style-type: none"> • Do all low-performing students have access to early interventions and additional support as needed? • What systems do you have in place to determine which students participate in interventions? • What data do you use to determine which students participate in interventions? • Do interventionists and teachers collaborate regularly to ensure intervention supports are integrated and aligned with core instruction?
Whole Child Approach	<ul style="list-style-type: none"> • Do higher-need students have access to meaningful relationships with adults who know them and to whom they feel accountable as compared to lower-need students? • To what extent do higher-need students have access to targeted social and emotional services, programs, and resources?
Family Academic Engagement	<ul style="list-style-type: none"> • To what degree is the school aware of barriers to parental engagement, e.g., physical, linguistic, emotional, and cultural, and how does the school implement strategies to overcome those barriers? • What percentage of parents receive student progress reports in their native language or can otherwise communicate with teachers through interpreters? • What percentage of parents report feeling welcome at the school? Do they report being consulted and informed about the academic lives of their children? • How does the school engage the parents of low-performing students? • What efforts does the school make to partner with parents of low-performing students? • How are parents of all students proactively engaged to support student learning?
School Funding	<ul style="list-style-type: none"> • How is need defined? How much extra do we invest in high-need students? • How are funds allocated to meet the needs of low-performing students? • To what extent is the extra spending invested in creating student experiences aligned with need?
School Leadership Quality	<ul style="list-style-type: none"> • What additional resources does school leadership bring to support student needs, e.g., grants, District resources, partnerships with local colleges, businesses, etc.? • To what degree are professional development priorities aligned to student needs?
Diverse & Inclusive Schools	<ul style="list-style-type: none"> • What percentage of economically disadvantaged students attend classes with non-disadvantaged students? • What percentage of African-American and Latino students attend classes with white and Asian students? • Are classrooms economically and racially diverse?
Learning-ready Facilities	<ul style="list-style-type: none"> • Does the school have the space and equipment necessary to enable rigorous instruction?

	<ul style="list-style-type: none"> • Do all students have access to technology and other instructional materials? • Do all students have access to core texts to use at school and at home?
--	---

3. SPSA Resource Inequities Review

Guidance and Instructions: All CSI and ATSI schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Consider the reflection prompts listed above. Note that responses to questions 1 through 3 should be actionable at the school site.

1.	What actionable resource inequities were identified by the school?
2.	Which resource inequities are priorities for the school to address?
3.	How will the school address these resource inequities?
4.	If relevant, describe any resource inequities that were identified during the review that is not actionable at the school site, but which impact student achievement. If not relevant, write N/A in the textbox below.



2023-2024 BCSD Resource Inequity Examples

Example #1

Our school identified a few resource inequities. **Empowering Rigorous Content & Early Intervention** were identified. By analyzing the STAR Reading and Math data and the number of students not proficient in reading and math, our campus needs to provide access to intervention in the core class setting. Both academic and social emotional tier II supports are making an impact on student achievement. Students in Tier II supports are showing 7 months growth in a six week cycle. This team includes two Teacher Intervention Specialists, Restorative Teachers, and two Behavioral Intervention Specialists. Approx 50 students receive academic support and over 200 receive SEL supports. The need on our campus for both supports continues beyond the Tier II team capacity and is now a Tier I need.

To address this resource inequity,

1. Teachers must identify students below grade level and provide TIER I intervention, small group instruction, while continuing to scaffold the learning so all students can access and be successful in grade-level content.
2. Discuss creating CFA windows by content area and focus on what the flow of instruction looks like for each.
3. We must improve interventions at the TIER I level whereby all teachers provide small group targeted instruction weekly to students performing below grade level. This will require additional professional development and training on how to analyze data, create small groups, implement small group instruction in a class setting, productive activities, and skills development for students working independently during small group time.
4. Creating a TIER II system whereby students rotate in and out of interventions based on need.
5. 6th Grade Math intervention is to occur at least two days a week during student PE time to allow for compliance with state PE-mandated minutes being met.
6. Academic Interventionists will communicate with teachers bi-monthly to ensure student needs are up-to-date and accurate.

Example #2

Family Academic Engagement:

Our school has a variety of parent events and workshops to provide resources and information to engage parents throughout the year. A monthly calendar of events is sent home with students and posted to the our schoolParentSquare account for parents to access. Parent cafes are offered once a month with information on a wide variety of topics ranging from academics, health, Social-Emotional Learning, community resources, and content-specific topics to their child's learning. The FACE Liaison is a part of the our school MTSS team and is aware of families in need of support in academic, behavioral, and attendance concerns. She reaches out to them by phone, email, Parentsquare, or in person.

However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. The school attempts to recruit African-American, White, and Homeless parents through phone calls home, visits to current resident locations (Hotels...etc..) and messaging parents on ParentSquare. Barriers to parent involvement included lack of transportation, changes in address or contact information, and lack of interest to participate. All efforts to communicate with parents are made in the parent's native language. A lack of specific data to identify a parent's race or economic status on the Parent Climate Survey impedes the school's ability to disaggregate information about specific student populations and their thoughts and feelings about the school climate. The overall Parent Climate Survey indicates that 90.1% of parents feel welcome at school. Our school attempts to engage with families through phone calls, home visits, messages through ParentSquare, robocall, and flyers. The Family and Community Engagement (FACE) liaison makes phone calls home as well as sends communication through ParentSquare to invite parents personally. When parents are reached on the phone they often agree to attend but are absent on the day of the meetings or their contact information is incorrect and not updated in our system.

Action steps to address the inequity of Family Academic Engagement:

Our school will organize and invest to lower these barriers to better engage with parents. Our school will focus on daily attendance and support chronically absent students (with emphasis on student groups called out in the ATSI list: African-Americans, White, SWD, and Homeless). Two weeks before school begins, our attendance team will conduct home visits to welcome students back to school. Students who are at-promise and chronically absent will receive a visit with an incentive postcard. The postcard will be returned to our office staff as an incentive on the first day/week of school. These students will be monitored throughout the year, with a special focus on African-Americans, White, SWD, and the Homeless. The ASW and BIS will have an attendance conference, set goals and sign the agreement as well as share with the parent. These students will have a support staff assigned to them for mentoring in attendance with daily phone calls. Daily

recognition for classrooms with perfect attendance will be celebrated by displaying their attendance flag outside their room, weekly trophies for classrooms with the most students in attendance, and monthly Carnivals/ Celebrations for students that were present all month long, along with updates on the newsletter for parents to see results, and Quarterly Assemblies and Celebrations for attendance will be contracted through various contracted and Roar Rallies. These assemblies and Roar Rallies will provide students with the motivation to attend school and engage in learning every day.

Based on information provided by the California Department of Education, resource inequities have been identified for African Americans, Homeless, Students with Disabilities, and White, eligibility is based on Chronic Absenteeism (Very High). Analysis of local data suggests that AA, Homeless, White, and SWD, although making growth, are scoring significantly lower than most student groups in ELA and Math.

For Students with Disabilities there is a need to make sure Resource Teachers and Mild/Mod and Mod/Severe teachers have the resources they need to effectively meet the needs of their students, from curriculum to manipulatives, MTSS. Additionally, due to chronic absenteeism being at 72.4%, there is a need to provide more support through phone calls home, home visits, SEL lessons, and student attendance goals. SBAC Reading Distance from Standard 139.1 and STAR Reading Winter is at 10.7% proficient. For mathematics, SBAC Math Distance from Standard is -108 and STAR Math is at 19.4%. Chronic absenteeism is at 72.4%. There is a need to provide increased support in ELA and Math, as well as attendance, through Guided Reading, ELA strategies, intervention, phone calls, home visits, and student attendance goals. Additionally, increased monitoring of the student groups will need to be a focus of the MTSS and Leadership Team. For Students with Disabilities there is a need to make sure Resource Teachers and Mild/Mod and Mod/Severe teachers have the resources they need to effectively meet the needs of their students, from curriculum to manipulatives. Additionally, there is a need to monitor student attendance and work with families to promote positive attendance.

For African American Students there is a need to make sure Teachers have the resources they need to effectively meet the needs of their students, from curriculum to manipulatives, MTSS. Additionally, due to chronic absenteeism being very high at 58%, there is a need to provide more support through phone calls home, home visits, SEL lessons, and student attendance goals. SBAC Reading Distance from Standard 111.8 and STAR Reading Winter is at 21.4% proficient. For mathematics, SBAC Math Distance from Standard is 129.7 and STAR Math is at 25%. Chronic absenteeism is 54.8%. There is a need to provide increased support in ELA and Math, as well as attendance, through Guided Reading, ELA strategies, intervention, phone calls, home visits, and student attendance goals. Additionally, increased monitoring of the student groups will need to be a focus of

the MTSS and Leadership Team. Additionally, there is a need to monitor student attendance and work with families to promote positive attendance.

For Homeless Students there is a need to make sure Teachers have the resources they need to effectively meet the needs of their students, from curriculum to manipulatives, MTSS. Additionally, due to chronic absenteeism being very high at 65%, there is a need to provide more support through phone calls home, home visits, SEL lessons, and student attendance goals. SBAC Reading Distance from Standard 77.3 and. For mathematics, SBAC Math Distance from Standard is 75.9 .Chronic absenteeism is 54.8%. There is a need to provide increased support in ELA and Math, as well as attendance, through Guided Reading, ELA strategies, intervention, phone calls, home visits, and student attendance goals. Additionally, increased monitoring of the student groups will need to be a focus of the MTSS and Leadership Team. Additionally, there is a need to monitor student attendance and work with families to promote positive attendance.

Comprehensive Needs Assessment Summary

1. State and Local Data: Include overall findings and data analysis
2. Complete Resource Inequities (if applicable)
3. Review Educational Partner Input
4. Complete SWIFT-FIA, modified for BCSD, in DTS.

Educational Partner Input

Educational Partners

1. Identify applicable partner(s) or group(s) here
2. Describe the process for engaging the identified education partner
3. Provide the specific feedback from educational partner

Educational Partners	Process for Engagement	Input on Comprehensive Needs Assessment, Annual Review, & SPSA Development	Date(s)

Add row

Comprehensive Need Assessment Summary

Reflections: Annual Performance

A reflection on annual performance based on a review of the CA Dashboard and local data.

This includes:

- Both success and challenges,
- Description of any areas of low performance, and
- Significant performance gaps among student groups.

Resource Inequities

Resource Inequities - CSI/ATSI schools

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

SWIFT-FIA

ACADEMIC INSTRUCTION Stage of Implementation Next Steps

(0) Laying the Foundation

(1) Installing

(2) Implementing

(3) Sustaining Schoolwide

Data Chat

"Data Chat"

Our school's Promising Practices and Problem of Practice(s) are based on beginning and mid-year Data Chats that include:

- Analysis of STATE Metrics
 - SBAC Distance from Standard for ELA & Math
 - CST
 - EL PAC

Data Analysis

Reflections: Annual Performance

A reflection on annual performance based on a review of the CA Dashboard and local data. This may include both success and challenges, description of any areas of low performance and significant performance gaps among student groups.

SPSA Template: COMPREHENSIVE NEEDS ASSESSMENT Goal 1 ACADEMIC ACHIEVEMENT

Academic Achievement

English Language Arts, Mathematics, & Language Supports

Comprehensive Needs Assessment

Rank the following statements based on SWIFT-FIA Stages of Implementation

(0) Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

(1) Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

(2) Implementing

All components are in place and starting to make systemic changes.

(3) Sustaining Schoolwide
All components are in places PLUS overall effectiveness is monitored and continuously improved.

ACADEMIC SUPPORT

Our school has school wide systems to promote academic success for all students and responds with additional support for students who do not demonstrate success.

Components include (check if true statement)

- Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic intervention when needed.
- Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic intervention when needed.
- Advanced tier interventions are available for all students, regardless of eligibility of special education, English Learners, or other student support services.
- Grade level educators collaborate with special educators to monitor students' academic progress.

ACADEMIC SUPPORT Stage of Implementation

- (0) Laying the Foundation
- (1) Installing
- (2) Implementing
- (3) Sustaining Schoolwide

Next Steps:

ACADEMIC INSTRUCTION

Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework.

Components include (check if true statement)

- Our teachers know how to differentiate instruction based on their students' performance and instructional needs.
- Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning.
- Our school expects and supports educators to plan for use of differentiated instruction, and flexible grouping.
- Our school has in place formal procedures to monitor the use of differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews.

ACADEMIC INSTRUCTION Stage of Implementation

- (0) Laying the Foundation
- (1) Installing
- (2) Implementing
- (3) Sustaining Schoolwide

Next Steps:

DATA-BASED DECISION MAKING

Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.

Components include (check if true statement)

<input type="checkbox"/>	Progress monitoring data are gathered to check our students' improvement
<input type="checkbox"/>	Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions matched to student need, and 3) check if interventions are implemented as planned.
<input type="checkbox"/>	Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.
DATA-BASED DECISION MAKING Stage of Implementation	
<input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	Next Steps:
FULL ACCESS FOR ALL STUDENTS	
All students, including those with IEPs, in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate support.	
Components include (check if true statement)	
<input type="checkbox"/>	Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment).
<input type="checkbox"/>	Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate support available.
FULL ACCESS FOR ALL STUDENTS Stage of Implementation	
<input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	Next Steps:
SHARED RESPONSIBILITY	
All school personnel in instructional and other roles share responsibility to educate all students in our school and employ culturally appropriate and sustaining practices.	
Components include (check if true statement)	
<input type="checkbox"/>	All adults in our school are actively involved in social and/or academic instruction of students.
<input type="checkbox"/>	Culturally appropriate and sustaining practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds
SHARED RESPONSIBILITY Stage of Implementation	
<input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	Next Steps:

Comprehensive Need Assessment - Data Analysis

“Data Chat”

Our school’s Promising Practice(s) and Problem of Practice(s) are based on beginning and mid-year Data Chats that include:

- Analysis of STATE Metrics
 - SBAC Distance from Standard for ELA & Math
 - CAST
 - ELPAC
- Analysis of Local Metrics
 - STAR Reading & Math State Benchmark Distribution by Grade
 - STAR Early Literacy District Benchmark
 - BAS District Benchmark

Problem of Practice(s) - POP -A description of any areas that need significant improvement based on a review of Dashboard and local data.

Promising Practice(s) to address identified Problem(s) of Practice.

Reflections: Annual Performance

A reflection on annual performance based on a review of the CA Dashboard and local data. This may include both success and challenges, description of any areas of low performance and significant performance gaps among student groups.

All Students (Schoolwide)

Include areas of low performance:

English Learners

Reading

Is there a Performance Gap when comparing All Students vs English Learners?

Areas of low performance:

Math

Is there a Performance Gap when comparing All Students vs English Learners?

Areas of low performance:

Language

Is there a Performance Gap when comparing All Students vs English Learners?

Areas of low performance:

Socioeconomically Disadvantaged

Reading

Is there a Performance Gap when comparing All Students vs SED?

Areas of low performance:

Math

Is there a Performance Gap when comparing All Students vs SED?

Areas of low performance:

Foster Youth

Reading

Is there a Performance Gap when comparing All Students vs Foster Youth?

Areas of low performance:

Math

Is there a Performance Gap when comparing All Students vs Foster Youth?

Areas of low performance:

If applicable:

ATSI Student Groups

Is there a Performance Gap when comparing All Students vs student groups?

Areas of low performance:

Equity Multiplier

Additional Student Groups

Annual Review

The Annual Review is the Evaluation of Effectiveness of 2023-2024 SPSA. The template will align to the current 2023-2024 SPSA .

Implementation of Actions

- Were funds spent as planned?
- Was the Strategy/Activity implemented as planned?

Evidence of Effectiveness or Improved Student Outcomes

- Data Analysis- SPSA Goals & Metrics
- Effectiveness of planned strategies, activities

Evaluation of SPSA Goals:

- Student Outcomes
 - Annual Measurable Outcomes
- Strategy Effectiveness
 - Level of Implementation
 - Effectiveness of Effectiveness (school to add data)
 - Data Reflects (Level of effectiveness)
- Next step for Strategy
 - Keep or revise strategy
- Goal Analysis

Title I SPSA Requirements for SPSA Evaluation

All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale. Annually evaluating the Schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the Schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.

Provide evidence of effective strategies:

1. Define the evidence-based strategies in 23-24 SPSA
2. Review Data

- a. Was the planned goal met?
 - b. If the goal was not met, was there any evidence of growth to show increasing student achievement?
 - c. If there is no evidence of growth, what revisions are going to be made?
3. Review implementation of strategy
- a. Were all actions implemented?
 - b. Were allocated funds spent?

LCFF Supplemental/Concentration SPSA Requirements for SPSA Evaluation

To improve services means to grow services in quality and to increase services means to grow services in quantity.

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA/School must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

Improved Outcomes for Unduplicated Students

LEAs are required to demonstrate in the LCAP how they are increasing or improving services for students who are low-income, EL, or foster youth as compared to the services provided to all students.

Fiscally

Reflect on 2023-2024 LCFF (0043) expenditures

- Did your school prioritize and increase expenditures to support identified needs of low-income, EL, or foster youth students?

Services

Reflect on 2023-2024 actions, implementation, and outcomes

- Were actions implemented as planned?
- Define the measures that demonstrate improvement or impact at this time.
- Reminder - To continue funding an action with LCFF, schools must show evidence (data) of increase or improved services.

Continued or New actions for 2024-2025

- For each action being provided to the entire school “All Students”, an explanation of
 - (1) how the needs of foster youth, English Learners, or low-income students were considered first, and
 - (2) how these actions are effective in meeting the goals for these students.effective in meeting the goals for these students.

SPSA Template: Goal 1 English Language Arts SPSA Evaluation / Annual Review

Long Term (State Assessment)

DTS to add Goals

Short Term (Local Assessment)

DTS to add Goals

ELA Annual Measurable Outcomes

Annual Measurable Outcomes

For each goal in the SPSA that is being reviewed, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Metric/Indicator	Expected Outcomes	Actual Outcomes
DTS to add data	DTS to add data	

Annual Review of Strategies/Activities for Goal 1- English Language Arts

A strategy is effective if it uses the resources you allocate according to your plan and delivers the expected results.

Planned Actions/Services

Strategy #1	<i>DTS Note: This is a drop down</i> Level of Implementation <ul style="list-style-type: none"> • Action Started • Action in Progress • Action Completed • Action Paused/Not implemented
	Evidence of Effectiveness (add data): <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<i>DTS Note: This is a drop down</i> Data reflects <ul style="list-style-type: none"> • Effective - Met metrics • Some Metrics Met - Data reflects growth • Metrics Not

	Met
	<i>DTS Note: This is a drop down</i> <ul style="list-style-type: none"> • Keep Strategy • Revise Strategy

ELA Goal Analysis - SPSA Year Reviewed: (Add Year)

A describe the overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and success experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, expected outcomes, or strategies/activities for the coming year that resulted from reflections of prior practice.

This process is repeated for all SPSA Goals:

- **English Language Arts**
- **Language Supports**
- **Mathematics**
- **Social Emotional Learning**
- **Family and Community Engagements**
- **Professional Learning**
- **CSI - If applicable**

2024-2025 SPSA Development

Purpose

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)

Description

- Describe the process of your Comprehensive Needs Assessment
- Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the LCAP.
 - Describe how the school will support priority areas and/or the specific student groups in need.
 - Describe how the school selected evidence-based interventions to support priority areas and/or targeted/identified student groups.
 - Tell your story.
- Describe your process to evaluate and monitor the implementation of the school plan and progress towards accomplishing the goals:

Educational Partners

Describe how, when, and with whom the school consulted with as part of the planning process for this SPSA Annual Review, Comprehensive Needs Assessment, and SPSA Development.

Provide all Educational partner input including: ELAC, AAPAC, and SSC input in the chart.

Resource Inequities - For CSI/ATSI schools

Definition of a resource inequity:

The disparity between how school resources (people, time, money, actions, practices, programs, etc.) are allocated/ implemented and the actual student need.

- Resource Inequities can be identified by goal area, student group, or state indicator
- Unless all students and every student group are achieving at a high status and demonstrating positive growth (change), it is likely there are resource inequities within the organization and school.
- Identifying these inequities, representing them in the goal(s) and selecting strategies/activities that address the identified inequities is essential.

*Required for schools identified for CSI and ATSI, Recommended for everyone else

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

[Comprehensive Needs Assessment and Annual Review](#) - link to detailed sections above or go to page 17.

Planned Improvements - 2024-2025 SPSA

SPSA Goals

SPSA Goals Aligned to District Goals & Priorities

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.

Goals need to be SMART: Specific, Measurable, Achievable, Realistic, Time-Bound



SPSA Planned Improvement Goals:

- Goal 1- Academic Achievement: English Language Arts, Math, Language Supports*
- Goal 2- Social Emotional Learning*
- Goal 3- Family and Community Engagement*
- Goal 4- Professional Learning*
- Goal 5- CSI- for CSI schools only*

Planned Improvements

Goal 1 Academic Achievement

BCSD LCAP GOAL 1

BCSD LCAP GOAL 1

Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students are met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards.

Priority 1: Increase literacy rates for all students by more than one year of growth in one year of time.

Priority 2: Increase mathematical proficiency rates for all students by more than one year of growth in one year of time.

Priority 3: Increase language proficiency rates for all English learner students by one level annually.

Priority 4: Increase access to science and social studies content in all elementary classrooms through an integrated instructional approach.

Priority 5: Increase access to technology, engineering, and the arts in all classrooms through an integrated instructional approach.



School Goals based on State Assessment/Metric

ELA State Metric Goal:

All students will increase literacy by one year of growth through growth as measured by +3 points toward standard on Fall 2024 CA Dashboard.

Math State Metric Goal:

All students will increase math proficiency rates by one year of growth as measured by +3 points toward standard on Fall 2024 CA Dashboard.

English Learner State Metric Goal:

EL students will show progress toward English language proficiency as measured by ELPI growth of at least 2% on Fall 2024 CA Dashboard.

School Goals based on Local Assessment/Metric

ELA Local Metric Goal:

Math Local Metric Goal:

Language Supports Local Metric Goal:

If applicable: **Equity Multiplier Goal:**

Goal 2 Social Emotional Learning

BCSD LCAP GOAL 2

Goal 2: Social Emotional Learning - The Bakersfield City School District is committed to supporting the social emotional, mental and physical health of all students, families and staff working together to create a school environment through a sense of shared responsibility. Our students' social emotional, mental, and physical health will be supported through responsive staff, informed in what it takes to meet the individual needs of students through a culturally responsive and trauma informed multi-tiered system aimed to provide students the tools to achieve their goals.

Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees

District Priority 1: Implement systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social emotional learning competencies.

District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families

State Metric Goal: Using the 2024 CA Dashboard, all students (schoolwide) will decrease the number of students that are chronically absent by ____%.

State Metric Goal: Using the 2024 CA Dashboard, all students (schoolwide) will decrease the number of students that are suspended by ____%.

Local Metric Goal:

Metrics: Expected 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.

Goal 1 Academic Achievement

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard - ELA Schoolwide	2023 DFS- Enter your schools Dashboard Distance from Standard -using CDE.CA.Gov Dashboard data	+ 3 points toward standard
CA Dashboard -ELA ATSI Student Groups	2023 DFS	+ 3 points toward standard
CA Dashboard - Math Schoolwide	2023 DFS	+ 3 points toward standard
CA Dashboard -Math ATSI Student Groups	2023 DFS	+ 3 points toward standard
CA Dashboard -ELPI	2023	2% growth on ELPI

STAR - ELA Schoolwide	<i>Winter 2023 scores</i>	<i>Expected growth</i>
STAR - ELA ATSI Student Groups	<i>Winter 2023 scores</i>	<i>Expected growth</i>
STAR - Math Schoolwide	<i>Winter 2023 scores</i>	<i>Expected growth</i>
STAR - Math ATSI Student Groups	<i>Winter 2023 scores</i>	<i>Expected growth</i>
Reclassification	<i>Current Reclassification Rate</i>	<i>Increase the Reclassification Rate to 15% as reported on Dataquest for 2023-24</i>
<i>If applicable:</i> Equity Multiplier Metric		

Goal 2 Social Emotional Learning

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard: Chronic Absenteeism	2023 Dashboard	
CA Dashboard: Suspension	2023 Dashboard	
Local Data: Attendance	Winter Progress Monitoring Data	

Basis for Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement.

Goal 1 Academic Achievement

Identified Needs

A description of areas in ELA, Math, and Language Supports that need improvement based on a review of Dashboard and local data to address.

Schoolwide:

ELA

Math

Language Supports

English Learners:

ELA

Math

Language Supports

Long-Term English Learners:

ELA

Math

Language Supports

Socioeconomically Disadvantaged:

ELA

Math

Language Supports

Foster Youth:

ELA

Math

Language Supports

If applicable:

ATSI Student groups

Equity Multiplier

Goal 2 Social Emotional Learning

Identified Needs

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance among student groups on Dashboard indicators.

Schoolwide:

English Learners:

Socioeconomically Disadvantaged:

Foster Youth:

If applicable

ATSI Student Groups:

Equity Multiplier:

Planned Strategies/Activities & Expenditures



Students to be Served

Identify what student groups will be served

- Strategies/Activities can be targeted to specific to a student group(s), but still available to other student groups/all students

Planned Strategy/Activity

Describe the strategy/activity that will address the identified need(s).

- Provide enough information and detail for the reader to understand the service that will be provided.
- **For Title I Funded Expenditures:** Provide the evidence-based strategy and specifically call out the details of the activity based on identified need in CNA.
- **For LCFF Supplemental/Concentration Expenditures:** For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Headers for Strategies per SPSA Goal

<p>Goal 1 -Academic Improvement</p> <ol style="list-style-type: none"> 1. ELA Tier I Core and UA 2. ELA Tier II/III 3. Math Tier I - Core and UA 4. Math Tier II/II 5. Language Supports 6. Special Education 7. Intervention Enrichment Learning Opportunities 8. Extended Learning Program STEAM Academy 	<p>Goal 2 - Social-Emotional Learning</p> <ol style="list-style-type: none"> 1. School Safety Plan 2. Positive Behavior Interventions and Supports (PBIS) - Tier I 3. PBIS - Tier II 4. PBIS - Tier III 5. Attendance Structures/Incentives 6. Student Transitions- 7. Equity-Cultural & Linguistic Responsiveness 	<p>Goal 3- Family And Community Engagement</p> <ol style="list-style-type: none"> 1. Education Opportunities 2. Communication 3. Involvement 4. Parent & Family Engagement Policy and Home/School Compact 	<p>Professional Learning</p> <ol style="list-style-type: none"> 1. School Teams <ul style="list-style-type: none"> ○ Professional Learning Community/Collaboration ○ Describe your PLC/grade level teams' current practice to review, discuss and plan for EL, LTELs, & RFEF student progress monitoring. ○ Leadership Team ○ MTSS Team 2. Professional Learning Needs 3. PD Supplies
---	--	--	--

Directions for Strategies

Strategy/Activity 1

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

All Students

Identify what student groups will be served

- Strategies/Activities can be targeted to specific to a student group(s), but still available to other student groups/all students

Strategy/Activity

ELA 1 Core/UA- DTS will import language for school to review and revise.

Describe the strategy/activity that will address the identified need(s).

- Provide enough information and detail for the reader to understand the service that will be provided.
- For Title I Funded Expenditures: Provide the evidence-based strategy and specifically call out the details of the activity based on identified need in CNA.
- For LCFF Supplemental/Concentration Expenditures: For each action being provided to an entire LEA or school, provide an explanation of
 - (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed,
 - (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and
 - (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Metric to Monitor Effectiveness (NEW 24-25)

Align with SPSA Goal and Metric, add how ELA Core/UA will be monitored.

Example: Growth on STAR Fall to Winter Proficiency for all students, EL and SED students.



Expenditures

SPSA must include all budgeted expenditure(s) and funding sources.

The SFP team will input expenditures into SPSA based on the new SPSA Template and excel.

Expenditures Aligned to Strategies

Goal 1 Academic Improvement

1. ELA Tier I Core and Universal Access
 - a. Supplies (under \$500 per item) 4300
 - b. Books 42
 - c. Equipment (over \$500 per item) 4400
 - d. Duplication 5710-11
2. ELA Tier II/III
 - a. Supplies
 - b. Books
 - c. Instructional Aide overtime or subs
3. Math Tier I - Core and Universal Access
 - a. Supplies
4. Math Tier II/II
 - a. Supplies
5. Language Supports
 - a. Supplies
 - b. Books
6. Special Education
 - a. Supplies
 - b. Books
7. Intervention & Enrichment Learning Opportunities
 - a. Cert. ET for ELT -1910
 - b. Cert. ET for Extracurricular -1909
 - c. Field Trips registration/transportation or Assemblies: 5806
 - d. BCSD Buses 5710-12
 - e. Online Programs -5805
 - f. Classified ET for afterschool activities: field trips, support SPSA implementation
8. Extended Learning Program STEAM Academy
 - a. Supplies

Goal 2 Social-Emotional Learning

1. School Safety Plan
 - a. Supplies
 - b. Cert. Extra time for yard duty (Junior high/middle school) 1903-1000-1100-01
 - c. CPAL extra time and Sub - 1903-1000-2900
 - d. Campus Supervisor extra time and sub 0000-8300-2900
2. Positive Behavior Interventions and Supports (PBIS) - Tier I
 - a. Supplies/Incentives 4300
 - b. Duplication 5710-11
 - c. BIS extra time and sub 000-3110-2900
 - d. Online Program 5805
3. PBIS - Tier II
 - a. Supplies/Incentives
4. PBIS - Tier III
 - a. Supplies
5. Attendance Structures/Incentives
 - a. Supplies
6. Student Transitions
 - a. Supplies
7. Equity-Cultural & Linguistic Responsiveness
 - a. Supplies

Goal 3 Family And Community Engagement

1. Education Opportunities
 - a. All 3150-2495 Expenditures
 - b. 0044 supplies
2. Communication
 - a. 0044 duplication
3. Involvement
4. Parent & Family Engagement Policy and Home/School Compact

Goal 4 Professional Learning

1. Professional Learning Community/Collaboration
2. Describe your PLC/grade level teams' current practice to review, discuss and plan for EL, LTELs, & RFEP student progress monitoring.
3. Leadership Team
4. MTSS Team
 - a. 1110-01
 - b. 1110-02
5. Professional Learning Needs
 - a. Cert ET PD 1940
 - b. Conference and Travel 5200
 - c. PD Consultant 5800
6. PD Supplies
 - a. Books 4200
 - b. Supplies 4300
 - c. Nutrition LCFF only 4300

Goal 5 Comprehensive Support & Improvement

- All CSI expenditures aligned to SPSA Goals

2024-2025 SPSA Placement

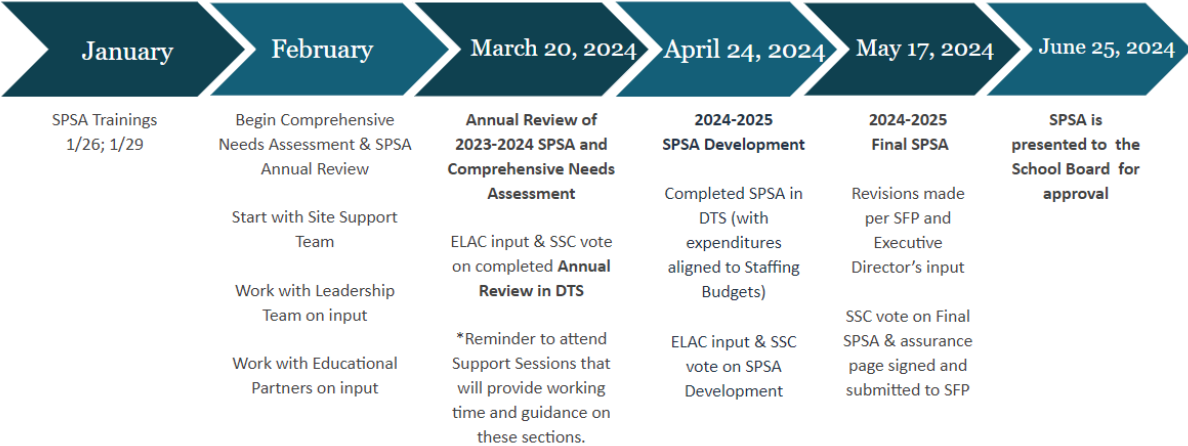
Goal 1 Academic Achievement	Goal 2 Social Emotional Learning	Goal 3 Family & Community Engagement	Goal 4 Professional Learning	Goal 5 CSI
1 ELA Tier I- Core & Universal Access	1. School Safety Plan Yard duty	1 Education Opportunities: Family Education Nights & Parent café	1 PLC Leadership Team MTSS Cert. Subs	1. Planned Improvements for CSI
2 ELA Tier II/III	2. Multi Tiered System of Support (MTSS) - Tier 1	2 Communication: <ul style="list-style-type: none"> • Annual Title I Meeting • Back to School • Parent Conferences • Newsletter 	2 Professional Learning Needs <i>*Coaching, Consultants, Conference/Travel, Extra Time for PD</i>	Supplemental Staffing Salaries Fixed Charges Retiree Benefits Contingency 7% Contracted Maintenance
3 Math Tier I- Core & Universal Access	3. MTSS - Tier II BIS Extra time BIS Sub	3 Involvement: <ul style="list-style-type: none"> • SSC • ELAC • AAPAC • Parents as Leaders (PALS) 	3 PD Materials	
4 Math Tier II/III	4. MTSS - Tier III	4 Work with SSC to annually review, update, implement, and distribute our Home-School compact and Parent and Family Engagement Policy		
5 Language Supports	5. Attendance Structures and Incentives			
6. Special Education supports for Students on an IEP	6. Student Transitions			
7. Intervention & Enrichment Learning Opportunities	7. Equity- Cultural & Linguistic Responsiveness			
8. Afterschool - Extended Learning Program STEAM Academy				

2024-2025 SPSA Timelines

SFP Handbook - Pages 17-18 SSC Agenda Timeline

<p>January</p> <p>Begin 2024-2025 SPSA Process</p>	<p>SSC:</p> <ul style="list-style-type: none"> • Pending timelines and winter break, may need to take the two items listed for November/December to SSC in January. <p>SPSA Monitoring Present Site Reports aligned to SPSA implementation & Progress monitoring of SPSA actions</p>
<p>February</p> <p>Safety Plan & Begin 2024-2025 SPSA Process</p>	<p>Comprehensive School Safety Plan Public Hearing, review and approval process (Safety Plan due to Student Services)</p> <ul style="list-style-type: none"> • Must send letters to Safety Plan Public Hearing 72 hours prior to SSC meeting • School Safety plan coordinated through student services: Ext. 14886 <p>Business items:</p> <ul style="list-style-type: none"> • Public Hearing • Vote on revised Safety Plan <p>Comprehensive Needs Assessment (CNA) & SPSA Annual Review</p> <ul style="list-style-type: none"> • Present Goals 1,2,3 CNA and Annual Review <ul style="list-style-type: none"> ◦ Recommend "chunking out" the presentation and review with SSC
<p>March</p>	<p>2024-2025 Comprehensive Needs Assessment & Annual Review due Wednesday, March 20, 2024</p> <ul style="list-style-type: none"> • Present to SSC <ul style="list-style-type: none"> ◦ Site Report- Educational Partner Input on Needs Assessment <ul style="list-style-type: none"> ■ ELAC, AAPAC, Leadership Team, etc.. ◦ Present Goals 4, 5, & 6 CNA and Annual Review • Business Items: <ul style="list-style-type: none"> ◦ 6.1 Comprehensive Needs Assessment & Annual Review
<p>April</p>	<p>2024-2025 SPSA Development due Friday, April 24, 2024</p> <ul style="list-style-type: none"> • Present to SSC <ul style="list-style-type: none"> ◦ Site Report- Educational Partner Input on SPSA Goals/Strategies/Expenditures <ul style="list-style-type: none"> ■ ELAC, AAPAC, Leadership Team, etc.. ◦ Present Draft 2024-2025 School Plan for Student Achievement in DTS • Business Items: <ul style="list-style-type: none"> ◦ 6.1 Draft 2024-2025 School Plan for Student Achievement <p><i>The SFP Team and Executive Director will provide feedback. School to make needed revisions prior to school taking final SPSA to SSC.</i></p>
<p>May</p>	<p>2024-2025 SPSA Final Approval no later than Friday, May 17, 2024</p> <ul style="list-style-type: none"> • Present to SSC <ul style="list-style-type: none"> ◦ Present FINAL 2024-2025 School Plan for Student Achievement in DTS • Business Items: <ul style="list-style-type: none"> ◦ 6.1 FINAL 2024-2025 School Plan for Student Achievement

2024-2025 SPSA Timeline



School Site Council - Agenda Language

<p><i>Prior to SSC SPSA Meeting #1</i></p>	<p><i>ELAC Meeting to seek input on Comprehensive Needs Assessment</i></p> <ul style="list-style-type: none"> • <i>Review EL data</i> • <i>Review School attendance data</i> • <i>What worked this year/ What needs improvement</i> • <i>Ask for suggestions/input</i>
<p>SSC Meeting #1 Deadline March 20, 2024</p>	<p>Site Report: 4.1 ELAC input on Comprehensive Needs Assessment <i>Notes: Communicate with SSC the suggestions from ELAC</i></p> <p>New Business: 6.1 Comprehensive Needs Assessment and Annual Review</p>
<p><i>Prior to SSC SPSA Meeting #2</i></p>	<p><i>ELAC Meeting to seek input on SPSA Development</i></p> <ul style="list-style-type: none"> • <i>Updated EL data</i> • <i>Language Supports Goal</i> • <i>Language Supports Activities/Strategies</i> • <i>Ask for suggestions/input to help plan</i>
<p>SSC Meeting #2 Deadline April 24, 2024</p> <p><i>Notes: Must have a completed plan with expenditures in DTS that match Budget Excels</i></p>	<p>Site Report: 4.1 ELAC input on School Plan for Student Achievement</p> <p>New Business: 6.1 School Plan for Student Achievement(SPSA) Development: Goal, Strategies & Expenditures</p>
<p><i>After Meeting #2</i></p>	<p><i>Submit SPSA and Excels to State & Federal Programs Dept. SFP & Executive Director will review the plan and provide feedback prior to the final SSC Vote.</i></p>
<p>SSC Meeting #3 Deadline May 17, 2024</p>	<p>New Business: 6.1 Final School Plan for Student Achievement(SPSA)</p> <p><i>Notes: SFP & Executive Director Revisions must be made prior to SSC vote.</i></p>

[Return to Table of Contents](#)

Deadlines & Documentation

March 20, 2024 SPSA Comprehensive Needs Assessment & Annual Review

- Email draft SSC Minutes to SFP@bcsd.com
 - ELAC input *Site Report (4.0)*
 - SPSA Annual Review *voting item (6.0)*

April 24, 2024 SPSA Development:

- Submit a hard copy of completed SPSA (all sections) and Excels with principal signature.
- Email draft SSC Minutes to SFP@bcsd.com
 - ELAC SPSA Development Input *Site Report (4.0)*
 - 2023-2024 School Plan for Student Achievement Development *voting item (6.0)*

May 17, 2024 FINAL SPSA:

- One (1) hard copy of SPSA assurance page
 - Single sided
 - SSC date
 - ELAC, AAPAC, SSC Chairperson, Principal signatures on SPSA Assurance Page
 - Original signatures in [blue ink](#)
- Email draft SSC Minutes to SFP@bcsd.com
 - 2024-2025 Final School Plan for Student Achievement *voting item (6.0)*

[Return to Table of Contents](#)

Document Tracking Services (DTS)



SPSA Template is in web based program
DTS-Document Tracking System

<http://www.doc-tracking.com>

Email Debby Shannon @ Shannond@bcisd.com for passwords and DTS support.

[Return to Table of Contents](#)

BCSD 2024-2025 SPSA Template

Sections:

Title Page

Table of Contents

School Vision and Mission

Purpose and Description

Educational Partners

Resource Inequities

Student Performance Data links:

Enrollment

English Learners

CAASPP ELA

CAASPP Math

ELPAC

Dashboard Student Population

Dashboard Overview

Dashboard ELA

Dashboard Math

Dashboard Chronic Absenteeism

Dashboard Suspension

Academic Achievement Comprehensive Needs Assessment

Academic Achievement English Language Arts SPSA Evaluation / Annual Review

Academic Achievement Language Supports SPSA Evaluation / Annual Review

Academic Achievement Mathematics SPSA Evaluation / Annual Review

Social-Emotional Learning Comprehensive Needs Assessment

Social-Emotional Learning SPSA Evaluation / Annual Review

Family and Community Engagement Comprehensive Needs Assessment

Family and Community Engagement SPSA Evaluation / Annual Review

Professional Learning Comprehensive Needs Assessment

Professional Learning SPSA Evaluation / Annual Review

Comprehensive Supports & Improvement (CSI) SPSA Evaluation / Annual Review

Planned Improvements Goal 1: Academic Achievement: ELA, Math, Language Supports

Planned Improvements Goal 2: Social-Emotional Learning

Planned Improvements Goal 3: Family and Community Engagement

Planned Improvements Goal 4: Professional Learning

Planned Improvements Goal 5: Comprehensive Support & Improvement (CSI)

Supplemental Staffing

District Services and Technical Assistance

Budget Summary: Allocations

Budget Summary: Expenditures by Source

Budget Summary: Expenditures by Budget Reference

Budget Summary: Expenditures by Budget Reference and Source

School Site Council Membership

Recommendations and Assurances

Title Page

Table of Contents

School Vision and Mission

Purpose and Description

Purpose

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) **& Equity Multiplier School**

- Title I Schoolwide Program**
- Title I TAS Program**
- Comprehensive Support and Improvement (CSI)**
- Additional Targeted Support and Improvement (ATSI)**
- Equity Multiplier School**

Tell your school's story! Include demographics, special programs, grades, etc..

Narrative: Tell your school's story

School demographics

Special Programs

Grades served

ASTI groups and dashboard schools - emailed to sites

Description

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.

SPSA Evaluation/Annual Review and Comprehensive Needs Assessment Process:

Alignment to BCSD LCAP:

Ongoing process to evaluate and monitor the implementation of the school plan and progress towards accomplishing the goals:

School Site Council Monthly Reports, School Data Chats, Leadership and MTSS monitoring of goals and metrics. Grade level PLC weekly meetings.

Educational Partners

1. Identify applicable partner(s) or group(s) here
2. Describe the process for engaging the identified education partner
3. Provide the specific feedback from educational partner

Educational Partners	Process for Engagement	Input on Comprehensive Needs Assessment, Annual Review, & SPSA Development	Date(s)

“Add row”

Resource Inequities - CSI/ATSI schools

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

School and Student Performance Data- *DTS will upload the data from CA Dashboard*

- *Student Enrollment by Student Group*
- English Learner Enrollment
- CAASPP Results- ELA/Literacy
- CAASPP Results- Mathematics
- ELPAC Results
- Student Population
- Overall Performance
- Academic Performance English Language Arts
- Academic Performance Mathematics
- Academic Performance English Learner Progress
- Academic Performance Chronic Absenteeism
- Academic Performance Conditions & Climate Suspension Rate

COMPREHENSIVE NEEDS ASSESSMENT

Goal 1 ACADEMIC ACHIEVEMENT

Academic Achievement

English Language Arts, Mathematics, & Language Supports

Comprehensive Needs Assessment

Rank the following statements based on SWIFT-FIA Stages of Implementation

(0) Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

(1) Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

(2) Implementing

All components are in place and starting to make systemic changes.

(3) Sustaining Schoolwide

All components are in places PLUS overall effectiveness is monitored and continuously improved.

ACADEMIC SUPPORT

Our school has school wide systems to promote academic success for all students and responds with additional support for students who do not demonstrate success.

Components include (check if true statement)

Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic intervention when needed.

Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic intervention when needed.

Advanced tier interventions are available for all students, regardless of eligibility of special education, English Learners, or other student support services.

Grade level educators collaborate with special educators to monitor students' academic progress.

ACADEMIC SUPPORT Stage of Implementation

- (0) *Laying the Foundation*
- (1) *Installing*
- (2) *Implementing*
- (3) *Sustaining Schoolwide*

Next Steps:

ACADEMIC INSTRUCTION

Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework.

Components include (check if true statement)

<input type="checkbox"/>	Our teachers know how to differentiate instruction based on their students' performance and instructional needs.
<input type="checkbox"/>	Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning.
<input type="checkbox"/>	Our school expects and supports educators to plan for use of differentiated instruction, and flexible grouping.
<input type="checkbox"/>	Our school has in place formal procedures to monitor the use of differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews.
ACADEMIC INSTRUCTION Stage of Implementation <input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	
Next Steps:	
DATA-BASED DECISION MAKING Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.	
Components include (check if true statement)	
<input type="checkbox"/>	Progress monitoring data are gathered to check our students' improvement
<input type="checkbox"/>	Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions matched to student need, and 3) check if interventions are implemented as planned.
<input type="checkbox"/>	Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.
DATA-BASED DECISION MAKING Stage of Implementation <input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	
Next Steps:	
FULL ACCESS FOR ALL STUDENTS All students, including those with IEPs, in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate support.	
Components include (check if true statement)	
<input type="checkbox"/>	Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment).
<input type="checkbox"/>	Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate support available.
FULL ACCESS FOR ALL STUDENTS Stage of Implementation <input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i>	
Next Steps:	

<input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	
---	--

SHARED RESPONSIBILITY
 All school personnel in instructional and other roles share responsibility to educate all students in our school and employ culturally appropriate and sustaining practices.

Components include (check if true statement)

<input type="checkbox"/>	All adults in our school are actively involved in social and/or academic instruction of students.
<input type="checkbox"/>	Culturally appropriate and sustaining practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds

SHARED RESPONSIBILITY Stage of Implementation <input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	Next Steps:
--	-------------

Comprehensive Need Assessment - Data Analysis
“Data Chat”

Our school’s Promising Practice(s) and Problem of Practice(s) are based on beginning and mid-year Data Chats that include:

- Analysis of STATE Metrics
 - SBAC Distance from Standard for ELA & Math
 - CAST
 - ELPAC
- Analysis of Local Metrics
 - STAR Reading & Math State Benchmark Distribution by Grade
 - STAR Early Literacy District Benchmark
 - BAS District Benchmark

Problem of Practice(s) - POP -A description of any areas that need significant improvement based on a review of Dashboard and local data.

--

Promising Practice(s) to address identified Problem(s) of Practice.

--

Reflections: Annual Performance
 A reflection on annual performance based on a review of the CA Dashboard and local data. This may include both success and challenges, description of any areas of low performance and significant performance gaps among student groups.

All Students (Schoolwide)
Include areas of low performance:

English Learners

Reading

Is there a Performance Gap when comparing All Students vs English Learners?

Areas of low performance:

Math

Is there a Performance Gap when comparing All Students vs English Learners?

Areas of low performance:

Language

Is there a Performance Gap when comparing All Students vs English Learners?

Areas of low performance:

Socioeconomically Disadvantaged

Reading

Is there a Performance Gap when comparing All Students vs SED?

Areas of low performance:

Math

Is there a Performance Gap when comparing All Students vs SED?

Areas of low performance:

Foster Youth

Reading

Is there a Performance Gap when comparing All Students vs Foster Youth?

Areas of low performance:

Math

Is there a Performance Gap when comparing All Students vs Foster Youth?

Areas of low performance:

If applicable:

ATSI Student Groups

Is there a Performance Gap when comparing All Students vs student groups?

Areas of low performance:

Equity Multiplier

Additional Student Groups

English Language Arts SPSA Evaluation / Annual Review

Long Term (State Assessment)

DTS to add Goals

Short Term (Local Assessment)

DTS to add Goals

ELA Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DTS to add data	DTS to add data	School to add actual outcome

Annual Review of Strategies/Activities for Goal 1- English Language Arts

A strategy is effective if it uses the resources you allocate according to your plan and delivers the expected results.

Planned Actions/Services

Strategy #1 DTS will upload the strategy from 23-24 SPSA	Level of Implementation <ul style="list-style-type: none"> • Action Started • Action in Progress • Action Completed • Action Paused/Not implemented
	Evidence of Effectiveness add data
	Data reflects <ul style="list-style-type: none"> • Effective - Met metrics • Some Metrics Met - Data reflects growth • Metrics Not Met
	<ul style="list-style-type: none"> • Keep Strategy • Revise Strategy

ELA Goal Analysis - SPSA Year Reviewed: (Add Year)

A describe the overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and success experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, expected outcomes, or strategies/activities for the coming year that resulted from reflections of prior practice.

Language Supports SPSA Evaluation / Annual Review

Long Term (State Assessment)

DTS to add Goal

Short Term (Local Assessment)

DTS to add Goal

Language Supports Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DTS to add data	DTS to add data	

Annual Review of Strategies/Activities for Goal 2 - Language Supports

A strategy is effective if it uses the resources you allocate according to your plan and delivers the expected results.

Planned Actions/Services

Strategy #1	Level of Implementation <ul style="list-style-type: none"> • Action Started • Action in Progress • Action Completed • Action Paused/Not implemented
	Evidence of Effectiveness <div style="border: 1px solid black; padding: 2px; width: fit-content;">add data</div>
	Data reflects <ul style="list-style-type: none"> • Effective - Met metrics • Some Metrics Met - Data reflects growth • Metrics Not Met
	<ul style="list-style-type: none"> • Keep Strategy • Revise Strategy

Language Supports Analysis - SPSA Year Reviewed: (Add Year)

A describe the overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and success experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, expected outcomes, or strategies/activities for the coming year that resulted from reflections of prior practice.

Mathematics

SPSA Evaluation / Annual Review

Long Term (State Assessment)

DTS to add Goal

Short Term (Local Assessment)

DTS to add Goal

Math Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DTS to add data		

Annual Review of Strategies/Activities for Goal 3- Mathematics

A strategy is effective if it uses the resources you allocate according to your plan and delivers the expected results.

Planned Actions/Services

<p>Strategy #1</p>	<p>Level of Implementation</p> <ul style="list-style-type: none"> Action Started Action in Progress Action Completed Action Paused/Not implemented
	<p>Evidence of Effectiveness</p> <div style="border: 1px solid black; background-color: white; padding: 2px; width: 80%; margin-left: 20px;"> add data </div>
	<p>Data reflects</p> <ul style="list-style-type: none"> Effective - Met metrics Some Metrics Met - Data reflects growth Metrics Not Met
	<ul style="list-style-type: none"> Keep Strategy Revise Strategy

Math Goal Analysis - SPSA Year Reviewed: (Add Year)

A describe the overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and success experienced with implementation.

--

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

--

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

--

A description of any changes made to the planned goal, metrics, expected outcomes, or strategies/activities for the coming year that resulted from reflections of prior practice.

--

Social Emotional Learning Comprehensive Needs Assessment / Annual Review

Rank the following statements based on SWIFT-FIA Stages of Implementation

(0) Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

(1) Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

(2) Implementing

All components are in place and starting to make systemic changes.

(3) Sustaining Schoolwide

All components are in places PLUS overall effectiveness is monitored and continuously improved.

BEHAVIOR SUPPORT

Our school has schoolwide systems to promote positive behavior for all students.

Components include (check if true statement)

<input type="checkbox"/>	A universal behavior support system is clearly in place and includes teaching schoolwide behavioral expectations and social emotional learning skills, recognition systems, and proactive and/or restorative discipline policies.
<input type="checkbox"/>	Procedures are in place to measure the fidelity of the universal behavior support system and practices; results show these are installed to criterion.
<input type="checkbox"/>	Grade level educators collaborate with special educators to monitor students' behavior progress.

BEHAVIOR SUPPORT Stage of Implementation

- (0) *Laying the Foundation*
- (1) *Installing*
- (2) *Implementing*
- (3) *Sustaining Schoolwide*

Next Steps:

BEHAVIOR INSTRUCTION

Our school provides multi-tiered interventions based on functions of behavior with fidelity.

Components include (check if true statement)

<input type="checkbox"/>	Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students when needed.
<input type="checkbox"/>	Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services.
<input type="checkbox"/>	Additional and Intensified Support for behavior are matched by function and intensity to student need, and interventions: <ul style="list-style-type: none"> • have professional learning for • have clearly defined decision rules for access and exit • have procedures in place to monitor the fidelity of implementation and the overall effectiveness.

BEHAVIOR INSTRUCTION Stage of Implementation <input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	Next Steps:
---	-------------

DATA-BASED DECISION MAKING
Our school identifies and prioritizes behavioral interventions based on analysis of multiple data sources.

Components include (check if true statement)

<input type="checkbox"/>	Progress monitoring data is monitored to check student improvement.
<input type="checkbox"/>	Educators use student data to guide their decision making behavior supports. Data are regularly and consistently collected and used to <ol style="list-style-type: none"> 1) identify students who need more or less intensive supports, 2) provide appropriate interventions matched to student need, and 3) check if interventions are implemented as planned.
<input type="checkbox"/>	Our school reviews behavior outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of behavior instruction and interventions.

DATA-BASED DECISION MAKING Stage of Implementation <input type="checkbox"/> (0) <i>Laying the Foundation</i> <input type="checkbox"/> (1) <i>Installing</i> <input type="checkbox"/> (2) <i>Implementing</i> <input type="checkbox"/> (3) <i>Sustaining Schoolwide</i>	Next Steps:
---	-------------

Social Emotional Learning
Comprehensive Need Assessment - Data Analysis
“Data Chat”
Conclusions about Dashboard and Local Data

Our school’s Promising Practice(s) and Problem of Practice(s) are based on beginning and mid-year Data Chats that include:

- Analysis of STATE Metrics
 - CA Dashboard Chronic Absenteeism & Suspension
- Analysis of Local Metrics
 - Chronic Absenteeism Schoolwide & by Subgroup
 - SWISSuite Behavior Data Drive

Problem of Practice(s) - POP -A description of any areas that need significant improvement based on a review of Dashboard and local data.

Promising Practice(s) - to address identified Problem(s) of Practice

Reflections: Annual Performance

A reflection on annual performance based on a review of the CA Dashboard and local data. This may include both success and challenges, description of any areas of low performance and significant performance gaps among student groups.

All Students (Schoolwide)

English Learners

Socioeconomically Disadvantaged

Foster Youth

If applicable:

ATSI Student Groups

Equity Multiplier

Family and Community Engagement Comprehensive Needs Assessment

Rank the following statements based on SWIFT-FIA Stages of Implementation

(0) Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

(1) Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

(2) Implementing

All components are in place and starting to make systemic changes.

(3) Sustaining Schoolwide

All components are in places PLUS overall effectiveness is monitored and continuously improved.

FAMILY OPPORTUNITIES TO PARTICIPATE

Our school provides families and students with opportunities/resources to participate in school decisions.

Components include (check if true statement)

All families are recruited for committees, creating equal opportunities for families to address school governance decisions.

School level Family surveys are administered at least once a year.

Family survey results are reviewed and incorporated results into SPSA Development & school decisions.

Our school has systematic procedures for providing information to families.

**FAMILY OPPORTUNITIES TO PARTICIPATE
Stage of Implementation**

- (0) Laying the Foundation
- (1) Installing
- (2) Implementing
- (3) Sustaining Schoolwide

Next Steps:

Relationships with Families

All personnel in our school understand the importance of building positive relationships with their students and students' families.

Check the statements that are applicable to your school:

Our school systematically solicits input from students and their families.

Student and family input and feedback are incorporated in school governance decisions.

Our school assesses how families perceive the quality of the partnerships with educators and school.

<p>RELATIONSHIPS WITH FAMILIES Stage of Implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> (0) Laying the Foundation <input type="checkbox"/> (1) Installing <input type="checkbox"/> (2) Implementing <input type="checkbox"/> (3) Sustaining Schoolwide 	<p>Next Steps:</p>
--	--------------------

**FAMILY & COMMUNITY ENGAGEMENT
Comprehensive Need Assessment - Data Analysis**

Additional Data (such as: Climate Survey, SPSA Teacher Input, SPSA Student Input, SPSA Family/Parent Input, etc.)

Reflections: Annual Performance (What is working & What needs revisions)
A description of the successes and challenges of the specific actions to date in making progress toward the goal.

Family and Community Engagement SPSA Evaluation / Annual Review

FACE Goal

DTS to add Goal

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DTS to add data		

Annual Review of Strategies/Activities

A strategy is effective if it uses the resources you allocate according to your plan and delivers the expected results.

Planned Actions/Services

<p>Strategy #1</p>	<p>Level of Implementation</p> <ul style="list-style-type: none"> Action Started Action in Progress Action Completed Action Paused/Not implemented
	<p>Evidence of Effectiveness (data):</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>Data reflects</p> <ul style="list-style-type: none"> Effective - Met metrics Some Metrics Met - Data reflects growth Metrics Not Met
	<ul style="list-style-type: none"> Keep Strategy Revise Strategy

FACE Goal Analysis - SPSA Year Reviewed: (Add Year)

A describe the overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and success experienced with implementation.

--

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

--

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

--

A description of any changes made to the planned goal, metrics, expected outcomes, or strategies/activities for the coming year that resulted from reflections of prior practice.

--

Professional Learning Comprehensive Needs Assessment

Rank the following statements based on SWIFT-FIA Stages of Implementation

(0) Laying the Foundation

No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

(1) Installing

One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

(2) Implementing

All components are in place and starting to make systemic changes.

(3) Sustaining Schoolwide

All components are in places PLUS overall effectiveness is monitored and continuously improved.

Professional Learning Community Grade Level Teams

Components include (check if true statement)

- Team reviews and follows norms, holds each other accountable, and could provide leadership for other teams in this area
- Learning Intentions, assessments, and instruction all align to focus teaching and learning.
- Learning Intentions used to communicate and report learning.
- The team is very clear and tight on the alignment of the Learning Intentions, assessments and instruction.
- Learning Intentions used as a reference point to generate professional inquiry and instructional improvement.
- Meet twice a month with at least one support staff attends
- Common Assessments are part of a balanced assessment plan strongly aligned with the essential learnings.
- Formative evidence is used to intervene for student success.
- Evidence is transparent and collectively used to generate team professional inquiry
- A range of evidence is used in a process of collaborative inquiry. Both qualitative and quantitative data is used. The data is disaggregated, and triangulated.
- Visual representation used to support data analysis. Learner problems are identified; instructional interventions are drawn from evidence and supported by research.
- Goals, short and long term with evidence of learning relative to the goal.
- Team is prepared to report findings at grade, class and individual student levels.
- High-performing team – analyzing student work, sharing ideas, sense of community, strong at dealing with conflict.

PLC Stage of Implementation

- (0) *Laying the Foundation*
- (1) *Installing*
- (2) *Implementing*
- (3) *Sustaining Schoolwide*

Next steps to refine PLC:

LEADERSHIP TEAM

Components include (check if true statement)

- Meets at least once a month or more if needed
- Meetings calendared for the year
- The team has a variety of staff members in addition to grade level representatives
- Provides input and assists in the development of school plan goals and actions based on current data to further improve efficiency
- Data Analysis is an agenda item every time
- The team is part of the decision-making process
- A system is in place to ensure team reports back to PLCs and/or staff
- Provide evidence based learning opportunities for members that support the school's goals and initiatives
- Determines effectiveness of initiatives by grade level, student groups, and schoolwide
- Celebrate successes by identifying the progress of areas identified in goals and actions, acknowledging the contribution setting goals for next steps

Leadership Team Stage of Implementation

- (0) *Laying the Foundation*
- (1) *Installing*
- (2) *Implementing*
- (3) *Sustaining Schoolwide*

Next steps to refine Leadership Team

MTSS TEAM

Components include (check if true statement)

- Team composition includes site and Service Delivery behavioral and academic site leads/support providers
- Calendars and send out invites to all team members at the beginning of the school year.
- Team members adhere to their clearly defined roles and responsibilities.
- Team holds meeting time sacred and meets minimally twice a month
- Follows District's MTSS Agenda format which includes detailed minutes.
- Data analysis considers a whole child perspective and includes input from the teacher.
- Team matches students to appropriate interventions based on identified need and consistently implements entry/exit criteria for documented intervention
- Team members regularly provide updates on student progress towards meeting goals
- Team has a protocol for referring to outside agencies/support and follows up with the parent after the referral.
- Evaluates effectiveness of MTSS initiatives, interventions and supports; makes recommendations for refinement

MTSS Stage of Implementation

- (0) *Laying the Foundation*
- (1) *Installing*
- (2) *Implementing*
- (3) *Sustaining Schoolwide*

Next steps to refine MTSS Team:

PROFESSIONAL LEARNING

Comprehensive Needs Assessment -Data Analysis

Additional Professional Learning Data (Teacher Surveys/Input, PD evaluations, etc.)

Reflections: Annual Performance (What is working & What needs revisions based on data)

A description of the successes and challenges of the specific actions to date in making progress toward the goal.

Professional Learning SPSA Evaluation / Annual Review

Professional Learning Goal

DTS to add 23-24 Goal

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DTS to add 23-24 data		

Annual Review of Strategies/Activities

A strategy is effective if it uses the resources you allocate according to your plan and delivers the expected results.

Planned Actions/Services

Strategy #1	Level of Implementation <ul style="list-style-type: none"> Action Started Action in Progress Action Completed Action Paused/Not implemented
	Evidence of Effectiveness <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">add data</div>
	Data reflects <ul style="list-style-type: none"> Effective - Met metrics Some Metrics Met - Data reflects growth Metrics Not Met
	<ul style="list-style-type: none"> Keep Strategy Revise Strategy

Professional Learning Analysis - SPSA Year Reviewed:

A describe the overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and success experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, expected outcomes, or strategies/activities for the coming year that resulted from reflections of prior practice.

Comprehensive Support and Improvement SPSA Evaluation / Annual Review

CSI Goal

DTS to add Goal

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DTS to add data		

Annual Review of Strategies/Activities

A strategy is effective if it uses the resources you allocate according to your plan and delivers the expected results.

Planned Actions/Services

<p>Strategy #1</p>	<p>Level of Implementation</p> <ul style="list-style-type: none"> Action Started Action in Progress Action Completed Action Paused/Not implemented
	<p>Evidence of Effectiveness (data):</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>Data reflects</p> <ul style="list-style-type: none"> Effective - Met metrics Some Metrics Met - Data reflects growth Metrics Not Met
	<ul style="list-style-type: none"> Keep Strategy Revise Strategy

CSI Goal Analysis - SPSA Year Reviewed: (Add Year)

A describe the overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and success experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, expected outcomes, or strategies/activities for the coming year that resulted from reflections of prior practice.

2024-2025 Planned Improvements

Goal 1 - Academic Achievement

BCSD LCAP GOAL 1

Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students are met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards.

- Priority 1: Increase literacy rates for all students by more than one year of growth in one year of time.
- Priority 2: Increase mathematical proficiency rates for all students by more than one year of growth in one year of time.
- Priority 3: Increase language proficiency rates for all English learner students by one level annually.
- Priority 4: Increase access to science and social studies content in all elementary classrooms through an integrated instructional approach.
- Priority 5: Increase access to technology, engineering, and the arts in all classrooms through an integrated instructional approach.

Goal 1 Academic Achievement

SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

State Metric Goals:

ELA State Metric Goal:

All students will increase literacy by one year of growth through growth as measured by +3 points toward standard on Fall 2024 CA Dashboard.

Math State Metric Goal:

All students will increase math proficiency rates by one year of growth as measured by +3 points toward standard on Fall 2024 CA Dashboard.

English Learner State Metric Goal:

EL students will show progress toward English language proficiency as measured by ELPI growth of at least 2% on Fall 2024 CA Dashboard.

Local Metric Goals:

ELA Local Metric Goal:

Math Local Metric Goal:

Language Supports Local Metric Goal:

“Add goal”

If applicable: Equity Multiplier Goal:

“Add goal”

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard - ELA Schoolwide	2023 DFS	+ 3 points toward standard
CA Dashboard -ELA ATSI Student Groups	2023 DFS	+ 3 points toward standard
CA Dashboard - Math Schoolwide	2023 DFS	+ 3 points toward standard
CA Dashboard -Math ATSI Student Groups	2023 DFS	+ 3 points toward standard
CA Dashboard -ELPI	2023	2% growth on ELPI
STAR - ELA Schoolwide	Winter 2023 scores	Expected growth
STAR - ELA ATSI Student Groups	Winter 2023 scores	Expected growth
STAR - Math Schoolwide	Winter 2023 scores	Expected growth
STAR - Math ATSI Student Groups	Winter 2023 scores	Expected growth
Reclassification		Increase the Reclassification Rate to 15% as reported on Dataquest for 2023-24
If applicable:Equity Multiplier Metric		

Basis for Goals

Describe the basis for establishing the goals. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement.

Identified Needs

A description of areas in ELA, Math, and Language Supports that need improvement based on a review of Dashboard and local data to address.

Schoolwide:

ELA

Math

Language Supports

English Learners:

ELA

Math

Language Supports

Long-Term English Learners:

ELA

Math

Language Supports

Socioeconomically Disadvantaged:

ELA

Math

Language Supports

Foster Youth:

ELA

Math

Language Supports

If applicable:

ATSI Student groups

Equity Multiplier

Planned Strategies/Activities

For Title I Funded Expenditures: Provide the evidence-based strategy and specifically call out the details of the activity based on identified need in CNA.

For LCFF Supplemental/Concentration Expenditures: LEA-wide and Schoolwide Actions
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

ELA Tier I- Core & Universal Access

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures.

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

ELA Tier II/III

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures.

Amount	Source (drop down)
	Object Code (drop down)
	Description of Item (Narrative)

Add Row

Strategy/Activity 3

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

Strategy/Activity

Math Tier I- Core & Universal Access

DTS Notes - data to be added from Goal 3 strategy 1 in 23/24 SPSA

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures.

Amount	Source (drop down)
	Object Code (drop down)
	Description of Item (Narrative)

Strategy/Activity 4

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

Strategy/Activity

Math Tier II/III

DTS Notes - data to be added from Goal 3 strategy 2 in 23/24 SPSA

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures.

Amount	Source (drop down)
	Object Code (drop down)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL, LTEL, Reclassified Students

Strategy/Activity**Language Supports for EMERGING Students:****Designated ELD Instruction***DTS Notes - data to be added from Goal 2 strategy 1 (first narrative box) in 23/24 SPSA***Integrated ELD strategies to support during core instruction***DTS Notes - data to be added from Goal 2 strategy 1 (fourth narrative box) in 23/24 SPSA***Language Supports for EXPANDING Students:****Designated ELD Instruction***DTS Notes - data to be added from Goal 2 strategy 1 (second narrative box) in 23/24 SPSA***Integrated ELD strategies to support during core instruction***DTS Notes - data to be added from Goal 2 strategy 1 (fifth narrative box) in 23/24 SPSA***Language Supports for BRIDGING Students:****Designated ELD Instruction***DTS Notes - data to be added from Goal 2 strategy 1 (third narrative box) in 23/24 SPSA***Integrated ELD strategies to support during core instruction***DTS Notes - data to be added from Goal 2 strategy 1 (sixth narrative box) in 23/24 SPSA***LTEL Services and Support***DTS Notes - data to be added from Goal 2 strategy 2 in 23/24 SPSA*

Newcomer Services and Support

DTS Notes - data to be added from Goal 2 strategy 3 (first narrative box) in 23/24 SPSA

Immigrant Services and Support

DTS Notes - data to be added from Goal 2 strategy 3 (second narrative box) in 23/24 SPSA

RFEP Monitoring & Support

DTS Notes - data to be added from Goal 2 strategy 4 in 23/24 SPSA

English Learners on an IEP

DTS Notes - data to be added from Goal 2 strategy 5 (first narrative box) in 23/24 SPSA

Metric to Monitor Effectiveness

[Empty box for Metric to Monitor Effectiveness]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures.

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students on an IEP

Strategy/Activity

Special Education supports for Students on an IEP

Metric to Monitor Effectiveness

[Empty box for Metric to Monitor Effectiveness]

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures.

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Enrichment Learning Opportunities

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures.

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Afterschool - Extended Learning Program STEAM Academy

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures.

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Additional Strategies

Add Row

Planned Improvements

Goal 2 Social Emotional Learning

BCSD LCAP GOAL 2

Goal 2: Social Emotional Learning - The Bakersfield City School District is committed to supporting the social emotional, mental and physical health of all students, families and staff working together to create a school environment through a sense of shared responsibility. Our students' social emotional, mental, and physical health will be supported through responsive staff, informed in what it takes to meet the individual needs of students through a culturally responsive and trauma informed multi-tiered system aimed to provide students the tools to achieve their goals.

Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees

District Priority 1: Implement systems and structures to support the development of healthy self-identities for all students through an explicit emphasis on the development of student self-efficacy, agency, empathy, and social emotional learning competencies.

District Priority 2: Implement systems and structures to support the development of culturally responsive and trauma informed relationships with students and families

Goal 2 SEL

SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

State Metric Goal: Using the 2024 CA Dashboard, all students (schoolwide) will decrease the number of students that are chronically absent by ____%.

State Metric Goal: Using the 2024 CA Dashboard, all students (schoolwide) will decrease the number of students that are suspended by ____%.

“Add new”

Local Metric Goal:

“Add new”

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard: Chronic Absenteeism	2023 Dashboard	
CA Dashboard: Suspension	2023 Dashboard	

Local Data: Attendance	Winter Progress Monitoring Data	
-------------------------------	--	--

“Add Row”

Basis for Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement.

<p>Identified Needs A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance among student groups on Dashboard indicators.</p>
<p>Schoolwide:</p> <p>English Learners:</p> <p>Socioeconomically Disadvantaged:</p> <p>Foster Youth:</p> <p><i>If applicable</i> ATSI Student Groups:</p> <p>Equity Multiplier:</p>

Planned Strategies/Activities

Strategy/Activity 1

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

--

Strategy/Activity

<p>School Safety Plan</p> <p><i>DTS Notes - data to be added from Goal 4 strategy 1 in 23/24 SPSA</i></p>
--

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Multi Tiered System of Support (MTSS) - Tier 1

DTS Notes - data to be added from Goal 4 strategy 2 in 23/24 SPSA

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

MTSS - Tier II

DTS Notes - data to be added from Goal 4 strategy 3 in 23/24 SPSA

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

MTSS - Tier III

DTS Notes - data to be added from Goal 4 strategy 4 in 23/24 SPSA

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Attendance Structures and Incentives

DTS Notes - data to be added from Goal 4 strategy 6 in 23/24 SPSA

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Transitions-

- 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.
- Applicable plans for transition of students into Jr High/Middle school or High School.

DTS Notes - data to be added from Goal 4 strategy 6 in 23/24 SPSA

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Equity- Cultural & Linguistic Responsiveness to create an inclusive, culturally responsive environment that nurtures the academic, social, and emotional growth of all students, irrespective of their cultural or linguistic backgrounds.

DTS Notes - Do not roll over data here

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Add Row

Planned Improvements

Goal 3 Family and Community Engagement

LCAP Goal 3

Family and Community Engagement - The Bakersfield City School District is committed to increasing the level of participation and engagement of all parents, families, and community members to ensure culturally responsive and high quality student learning where all students reach grade level mastery of all content standards.

District Priority 1: Increase connections and positive relationships with all parents and families.

District Priority 2: Increase engagement efforts with our high priority families.

District Priority 3: Increase parent education opportunities through outreach into the community.

District Priority 4: Increase opportunities for parent voice and feedback to improve the cultural responsiveness of school and district systems and structures.

Goal 5 Family and Community Engagement

SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

“Add row”

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

“Add row”

Basis for Goal

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

Identified Needs

Reflections: Successes
A description of effective strategies based on educational partner input and local data.

Reflections: Identified Needs
A description of areas that need improvement based on Educational Partners and local data.

Planned Strategies/Activities

Strategy/Activity 1

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

Strategy/Activity

Education Opportunities: Family Education Nights & Parent cafés

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)
Object Code (drop down)
Description of Item (Narrative)

Add Row

Strategy/Activity 2

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

Strategy/Activity

Communication:

- Annual Title I Meeting
- Back to School
- Parent Conferences
- Newsletter

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Involvement:

- SSC
- ELAC
- AAPAC
- Parents as Leaders (PALS)

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Work with SSC to annually review, update, implement, and distribute our Home-School compact and Parent and Family Engagement Policy.

Metric to Monitor Effectiveness



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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Add Row

Planned Improvements

Goal 4 Professional Learning Plan

LCAP Goal 1

Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students is met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards.

Goal 4 Professional Learning Plan

SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

“Add Row”

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Basis for Goal

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

Reflections: Identified Needs
A description of any areas that need Professional Development based on review of Dashboard and local data.

Planned Strategies/Activities

Strategy/Activity 1

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

Strategy/Activity

Professional Learning Community

Grade Level Collaboration to gather evidence of current levels of student learning, develop strategies and ideas to build on strengths and address weaknesses in that learning, implement those strategies and ideas, analyze the impact of the changes to discover what was effective and what was not, and apply new knowledge in the next cycle of continuous improvement.

Describe your PLC/grade level teams' current practice to review, discuss and plan for EL, LTELS, & RFEP student progress monitoring.

Leadership Team

Dedicated time for teachers and support staff to be included in decisions, development, and analysis of data for Tier 1 systems and structures to increase academic and behavioral outcomes schoolwide.

MTSS Team: Dedicated time for teachers and support staff to be included in decisions, development, and analysis of data for Tier 2 and 3 systems and structures to increase academic and behavioral outcomes for specific students.

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

High-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and other staff, to enable all students in the school to meet the state's academic standards:

- PD Areas of Focus
- Coaching
- PD Consultant Services
- Conference and Travel
- Extra Time for PD

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Learning Books to support onsite PD and sufficient resources to effectively carry out professional development activities.

Metric to Monitor Effectiveness

Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures.

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row

Planned Improvements

Goal 5 Comprehensive Support and Improvement (CSI)

LCAP Goal 1

Academic Achievement: The Bakersfield City School District is committed to ensuring the academic achievement of all students is met by providing access to high quality, culturally responsive instruction where all students are supported in a multi-tiered system of support to reach grade-level mastery of all content standards.

Goal 5 CSI

SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

“Add Row”

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Basis for Goal

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

Identified Needs
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators.

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Metric to Monitor Effectiveness

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)

Amount

Source (drop down)

Object Code (drop down)

Description of Item (Narrative)

Add Row for more expenditures

Add Row for more actions

Supplemental Staff & Required Expenditures Identified Need, Roles and Responsibilities

<i>All Staff</i>	<i>Returning Staff Members</i>	<i>New Staff</i>	<i>All Staff</i>	All
Position	Returning Staff: Evidence of effectiveness to support the continued need for this position. New Staff: Identified Need	How this position will address and support the need	How the position's support will be monitored for effectiveness.	Sources (add fixed charges and benefits on last row for all staff to match budget excel)
				\$ Budget Object Code Description
Employee Benefits Contingency Contracted Maintenance				\$ Budget Object Code Description

Add Row

District Services and Technical Assistance

The LCAP goals and actions support student achievement for all students. District Department Teams support BCSD's Service Delivery Team working in a coordinated effort to provide assistance to schools. Federal and State funds continue to support schools through District Initiatives outlined in LCAP and LCAP Federal Addendum.

Included	Program	Description
[X]	Community Based English Tutoring (CBET)	Provides services for parents and students to interactively develop English skills and support at home learning.
[X]	Central Office Title I Support	In order to ensure that all school site allocations for funds comply with the terms and conditions for their intended purpose, one coordinator, one specialist, one budget supervisor and two clerks will provide the centralized technical assistance to the school site.
[X]	District Summer Learning	Provides opportunities to all students and targeted instruction to strategic or intensive Title I students, English learners, and migrant students as funds are available.
[X]	English Learner & Immigrant Services (Title III)	Provides Professional Development to teachers, all administrators, and all school support staff in language acquisition pedagogy inclusive of research-based strategies that are part of the EL Toolkit. DELAC parents also receive classes on English learners and the pathway to reclassification and the benefits of being bilingual. Teachers receive training in E3D supplemental program and English Language Toolkit of Strategies that also supplements the EL program; students are able to access both programs with teacher support. In addition, immigrant students also have access to Lexia English to supplement their English language acquisition. Training and oversight of the English Learner Advisory Committees (ELAC) and District English Learner Advisory Committee (DELAC).
[X]	Family and Community Engagement (LCFF & Title I)	Provide resources, services and support for all families. Coordinates District wide and targeted training for staff and parents. Provides training and oversight of the District Advisory Committee (DAC). The District's Family & Community Engagement (FACE) Department works with the District Advisory Council (DAC) to develop jointly, agreed on with, & distribute to, parents & family members of participating children, the written parent & family engagement policy. The policy is distributed to all parents annually within the Guide for Parents & Students.
[X]	Online Programs/licenses	Online Programs/License to support Title I Schools: Renaissance Assessment and Learning Platform, Accelerate Learning, WE Video, Next Gen Math, and Pear Deck.
[X]	Professional Development	Continue to increase academic achievement for students at risk of failing or failing to meet state standards, Socioeconomically Disadvantaged students, Foster Youth, and English Learners as well as all other student groups, 16 Specialists and one curriculum and instruction coordinator will support school site leadership teams in the development of lesson resources aligned to the California Content Standards for Mathematics, ELA, Next Generation Science Standards, History Social Science, Visual and Performing Arts, World Languages, and the Preschool Foundations The District's Professional Learning System enhances educator's expertise to increase students' capacity to learn and thrive through a variety of professional learning opportunities for staff during the summer and school year. The Summer Institute provides professional learning in knowledge of content required to meet state and district outcomes for students, as well as the use of universal and linguistically and culturally responsive materials.

[X]	Project Lead the Way- 6th-8th	The need to provide all students including Low-Income students, Foster Youth, and English Learners with increased access to a broad course of study through effective Project Lead the Way programs at all junior high and middle schools in the district through support for professional learning opportunities and certification of staff and the necessary equipment and resources for quality programs.
	Project Launch- K-6th	The need to provide early and increased access to STEM concepts and opportunities for students at all academic levels in grades K-6th, including Low-Income students, Foster Youth, and English Learners through the Project Launch at all elementary schools phased in over the next five years. Reaching full implementation with on-going teacher and support staff training, curriculum access, instructional materials, technology, seating materials, storage, and extra time for teachers by 2026.
[X]	Regional Parent Resource Centers (LCFF)	Builds the capacity of parents and families to support student learning and build partnerships with community resources.
[X]	Migrant (DFD XXI)	Provides services to extend and enrich learning for identified students through actions of the Regional Application. Provides training and oversight of the Parent Advisory Committee (PAC).
[]	National Youth Sports Program (NYSP) (Title I)	Offers a supplemental summer program for targeted students to increase access to positive role models and participation in productive activities, as well as improving participants' self-esteem and confidence. Students are taught goal-setting in addition to identifying careers that they want to pursue. The program is held on a university campus to get students acquainted with college so that they can aspire to higher education.
[X]	Pre-Kindergarten (State Preschool Funds)	Provides instruction in a secure, developmentally appropriate environment using the district adopted curriculum that addresses the social, emotional, cognitive, and physical needs of 3 and 4 year olds. To transition pre-kindergarten students to kindergarten, opportunities are provided to visit kindergarten classes, eat in the cafeteria, and utilize the school library.
[X]	Special Education	Special Education Services are provided through each student's Individual Education Plan. In addition, Program Managers, Program Specialist, School Psychologist, Speech and Language, Behavior Specialists are also available for consultation and school site staff training services.
[X]	McKinney-Vento/ Homeless/Foster	Provides immediate enrollment of homeless and foster students, assists with their attendance and academic success, and ensures that homeless students have equal access to a free and appropriate public education granted to all other students.
[X]	Visual and Performing Arts	Increase access to comprehensive visual and performing arts opportunities for all students in grades 3rd-8th and principally directed to meet the needs of Low-Income students, Foster Youth, and English Language Learners by supporting additional staff needed to provide student instruction, coordinate performances, and give students the opportunity to learn an instrument, join choir, take part in theater performances, engage in multimedia and performing arts.
[X]	Wellness Centers: <ul style="list-style-type: none"> • 4th Street (Between Emerson & Mckinley) • Center Street (Between Sierra & Garza) • South Chester (corner of P St & Ming Ave) • Jewett Ave (Near Stella Hills) 	Bakersfield City School District has recently opened School Wellness Centers with the intent of promoting student physical, mental and emotional health. Our Mission- We are committed to providing comprehensive medical and mental-health care, treatment and health education to our children. Our Providers: Nurse Practitioner, School Social Worker, School and Community Facilitator, Medical Assistants, Optometrist, and Office Staff.

Budget Summary: Allocations

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

DESCRIPTION

AMOUNT

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (All Budgets)

\$ [Enter amount here]

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Coordinating Federal Funds for strategies to meet the goals in the SPSA. (Not Consolidating Funds)

Federal Programs	Allocation (\$)
<input type="checkbox"/> Title I, Part A Schoolwide Program (3150)	\$[Enter amount here]
<input type="checkbox"/> Title I, Part A Targeted Assistance Program (3010)	\$[Enter amount here]
<input type="checkbox"/> Title I, Part A: Parent Involvement	\$[Enter amount here]
<input type="checkbox"/> ESSA: Comprehensive Support & Improvement (CSI-3182)	\$[Enter amount here]
<input type="checkbox"/> Other: _____	\$[Enter amount here]

Subtotal of federal funds for this school: \$ [Enter federal funds subtotal here]

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

Coordinating State and Local funds for strategies to meet the goals in the SPSA. (Not Consolidating Funds)

State or Local Programs	Allocation (\$)
<input type="checkbox"/> Local Control Funding Formula (LCFF-0043)	\$[Enter amount here]
<input type="checkbox"/> Family and Community Engagement (LCAP-0044)	\$[Enter amount here]
<input type="checkbox"/> Other: _____	\$[Enter amount here]

Subtotal of state or local funds for this school: \$ [Enter state or local funds subtotal here]

Total (federal, state, and/or local) funds for this school: \$[Enter total funds here]

School Site Council Membership

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

_____ **School Principal**

_____ **Classroom Teachers**

_____ **Other School Staff**

_____ **Parent or Community Members**

Names of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Members must be selected by their peer group.

Recommendations and Assurances

School Name

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

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

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

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

ELAC _____ (Name and Date)

AAPAC _____ (Name and Date)

Other: _____ (Name and Date)

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

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

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

Attested:

Signature of Principal

Principal, _____ on _____ (date)

Signature of SSC Chairperson

SSC Chairperson, _____ on _____ (date)

