School Year: [2020-2021]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Sol Science and Arts Academy	30 666670 6119127	September 23, 2020	December 10, 2020

Purpose and Description

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

Schoolwide Program

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.

Our School Plan for Student Achievement (SPSA) is in alignment with the goals set forth in our site's Local Control Accountability Plan (LCAP) and Learning Continuity Plan for the 2020-2021 school year. All plans are in compliance with ESSA requirements by meeting students' academic, behavioral (socio-emotional) and attendance needs for all student groups. Due to the COVID-19 Pandemic, El Sol Science and Arts Academy has adopted the SPSA plan to address the learning loss associated with the transition to distance learning.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parent stakeholders were consulted as part of the planning process for SPSA. Parents who are members of the School Site Council provided input on the SPSA by reviewing the goals and strategies. Members approved the SPSA. During the Parent Advisory Committee (PAC) meeting and the English Learner PAC meeting, parents shared a desire for the distance learning school day to include additional content and offer increased opportunities for engaging with teachers. Conversations with community partners supported El Sol's belief that vulnerable student populations benefit greatly from consistent access to well qualified mental health staff who are responsive to student needs and able to provide the mental health safety nets necessary for students to succeed.

Resource Inequities

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

Not applicable.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Provide strong professional development and ongoing support, guidance and resources for teachers and support staff to maintain high quality distance learning programs for all students.

Identified Need

In March of 2020, in the midst of nationwide concerns for public health and facing school closures, El Sol Science and Arts Academy staff had to transition to a distance learning model and was challenged with the lack of a uniform schoolwide learning management system (LMS). Although devices and internet hotspots were immediately deployed to all families who were surveyed and identified, making it easier for students and teachers to conduct live instruction, there were other challenges related to deploying additional learning material and collecting and tracking assignments. The instructional leadership team and the information technology (IT) staff began surveying the staff, researching feasible options and planning for a schoolwide LMS rollout.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance learning professional development time built into the Summer, Fall and Spring weekly schedules.	Schedules reflect weekly LMS PD and follow up consultation.	100% of teachers will attend all scheduled LMS and distance learning related PD, including during pupil-free days.
Teachers will have regular opportunities to engage in peer-to-peer professional development.	Specials (music and art) were scheduled to allow for subject alike collaboration and articulation.	100% of teachers will have a minimum of two subject alike collaboration times embedded into their weekly schedule, optimizing peer to peer observations and support.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Additional and optional consultations and PD will be made available to teachers through the Curriculum Director, IT Director, and STEAM coordinator.	Curriculum Director will schedule and plan PD sessions that address existing and arising needs.	75% of teaching staff will participate in at least one additional PD follow up session and/or request a consultation with any of the directors.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To enhance teachers' skills, in-depth training in the use of the Schoology learning management system (LMS) and Google applications will be provided. Schoology and Google apps will offer teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Schoology and Google apps will offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Teachers will likewise be trained in the use of Schoology through a five-module training program that explains how to effectively use the system across grade levels. Teachers will also be supported through Guided Language Acquisition Design (GLAD) training opportunities that take place via asynchronous and synchronous webinars. GLAD is an instructional model incorporating numerous research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards for English learners. The GLAD strategies learned by teachers during the trainings will benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills.

In addition to Schoology, Google apps, and GLAD trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in additional workshops and trainings. El Sol teachers have also been curating and sharing a clearinghouse of educational resources ranging from technology tutorials to strategies for engaging the distance learner. Virtual mentors are also available to guide teachers in new practices and answer general technology questions.

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)
$34,086	Title II Part A

Goal 2

Address the learning loss needs associated with the school closures in the Spring of 2019 and distance learning for the 2020-2021 school year.

Identified Need

El Sol recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19 and the extension of distance learning into the 2020-2021 school year, will be the loss of learning, both in academic content and skills. For students who are English learners and those with IEPs, time away from the classroom can have a more significant impact on the academic and language development skills they were building during daily in person interactions with teachers and peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of STAR literacy assessment and early literacy diagnostics at the beginning of each Trimester.	90% of students completed T1 baseline test in grades 1-8. 100% of Kinder students were assessed in pre-requisite literacy skills.	90% of students will improve in comparison to the baseline test advancing an average of .3 – .8 points in the grade equivalent range each trimester.
Completion of Moby Max math placement for grades 3-8 and math foundations benchmark diagnostic for grades K-2.	65% of students in grades 3-8 completed Moby Max assessment.	100% of students in grades 3-8 will complete Moby Max placement test and increase an average of .3 – .9 grade level points. 100% of students in grades K-2 will complete the benchmark diagnostic with 95% accuracy.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness.

To that end, El Sol is committed to the following protocol and process:

1. A newly established plan, setting standardized three assessment windows during which time students are administered the STAR reading and Moby Max Math Placement Test.

2. Increased teacher and administrator accessibility to student results via Moby Max and START platforms, which will provide both individual and collective outcome data

3. Professional time set aside to review, assess, and plan, using the data available from assessment reports

4. Comparison of student levels and growth will be based upon data from previous years (for returning students) Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

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)
$15000	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low income, SPED, EL, Foster Youth

Strategy/Activity

To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered on two digital platforms: Google Drive and Schoology.

Additional tutoring sessions with Instructional Assistants are assigned to ensure students are progressing in their coursework and practicing their language skills. The English Learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. The EL team is also developing a virtual Newcomers Club to support and enhance language development skills. The

club will provide a safe, social online environment for EL students to interact with teachers and peers and practice their academic English skills.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events. The Foster Youth Liaison will continue to track and support teams in order to ensure that foster youth complete assessments. Students with disabilities can experience regression if instruction is not consistent and comprehensive.

During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visits. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring group.

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)
$595,689	Title I Part A, Title III, State Special Education (AB602)

Goal 3

Decrease the Chronic Absenteeism rate to under 3% by establishing a supportive school and classroom environment and fostering positive relationships with students and families.

Identified Need

El Sol Science and Arts Academy is in the orange level on the California Dashboard under the Chronic Absenteeism indicator. The 2019 – 2020 school year saw an increase of .8% for all student groups. More specifically, English learners saw a 1.3% increase and socioeconomically disadvantaged groups saw a .6% increase. El Sol recognizes that it must continue to work towards developing strategic actions will offer students a safe and positive learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates (Average daily Attendance)	97%	97%
Chronic Absenteeism Data	6.3%	Decrease by >3.3%
Suspension Rate	0.1%	Maintain or decline.

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

Strategy/Activity 1

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

All students.

Strategy/Activity

El Sol's learning community is prepared to ensure that students continue to receive educational experiences. To enhance student engagement, an El Sol team of educators will be participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families.

A three-tiered approach was created to reconnect teachers with students for whom they have not been able to have live daily interaction:

Tier I - Teachers will have live daily interaction with each student at least once day. Contact will be made in the student's home language. If a teacher is unable to make contact with a student at least three times during the week, the teacher will submit the Project Re- Engagement Form to their Dean of Culture and Climate on Friday. If a teacher does not submit a Project Re-Engagement Form on Friday, an administrator will contact them to "check in" to collaborate or see if there are any challenges with the process

Tier II – Dean of Culture and Climate will contact the student three times. Contact will be made in their home language. If contact is made, the Dean of Culture and Climate will inform the teacher by email. If contact is not made, the Dean of Culture and Climate will mail a supportive letter. The letter will be available in English, Spanish. If no contact is made, the Dean of Culture and Climate will also facilitate the scheduling of a Parent, Teacher, Administrator Conference (PTAC) or Student Intervention Team (SIT). If there is no response the Dean of Culture and Climate will refer the student to the Principal

Tier III - The Principal is involved A Home Visit will be scheduled following guidelines If contact is not made.

One of the members of the re-engagement team (Principal/Assistant Principal, School Psychologist, nursing staff) will contact the student and family. Contact will be made in their home language. If contact is made, the Team member will inform the teacher by email - If contact is unsuccessful after three attempts, the Principal/Assistant Principal will mail a certified letter in their home language - If a family does not respond to the certified letter within 5 school days, the Principal/Assistant Principal will facilitate the scheduling of an IEP team meeting.

The School Counselors also created a website with resources and tools available for students to access. In addition, El Sol also asked parents about student mental health supports in a recent Parent Survey, and as a result, a small number of parents specifically requested mental health services for their child. Following these requests, arrangements were made to connect those students with the appropriate services. The Special Education Services division also provides parent support via a highly trained team of psychologists, which includes Transitional Behavior Assistants. El Sol provides a variety of ways to support staff overall and during COVID-19. El Sol also created a website link that offers resources which included Mindfulness Strategies developed by the Positive Behavior Intervention Supports team, and will be designing a Mental Health Staff Development Module that will include the following trainings: Suicide Awareness, Mental Health 101, and Trauma Informed Practices. These trainings will either be presented at staff development meetings or available online. Additional trainings will continue to be developed which will include, but are not limited to Racial Sensitivity, Substance Use, and other relevant topics. El Sol will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs

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)
$176,865	Title IV, Part A, Federal Special Ed (IDEA), LCFF

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 353,664

DESCRIPTION	AMOUNT
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 821,640

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A	$253,061
Title II, Part A	$34,086
Title III	$47,934
Title IV, Part A	$18,583
Special Education IDEA	$55,000

Subtotal of additional federal funds included for this school: $ 408,664

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

State or Local Programs	Allocation ($)
LCFF	$118,282
Special Education AB602	$294,694
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ 412,976

Total of federal, state, and/or local funds for this school: $821,640

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

  1. The comprehensive needs assessment of the entire school shall:

     a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

     b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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