

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
Kingsburg High School	10622571033695	11/30/2020	12/14/2020

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)

This plan meets the requirements for a schoolwide program. The school is not a CSI, TSI, or ATSI school.

The use of federal funds helps the district focus on students who struggle academically and are in need of additional support to meet the districtwide goals (academic achievement, positive and safe environment, student achievement, and transition to post-secondary schooling/training). For our small district, the use of federal funds helps support specific needs, such as specialized classes (English Workshop, English E, two-year math classes and below grade level math class) for struggling students, instructional aides in classrooms, promoting college awareness and preparation through the AVID program, and academic counseling.

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.

As with all funding, the LEA will use money in a way that best supports student learning. Title I and Title II will focus on supporting low income, English Learners, and foster students by providing support classes, smaller class size and professional development for teachers to better support and engage students. Title IV money will focus on creating a safe environment and providing a well-rounded education for all students. The use of how money is spent is reviewed and discussed with parent groups (District Advisory Committee, School Site Council, and English Learner Advisory Committee/District English Learner Advisory Committee).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school met with the school site council four times during the year. Also, since the school is the only comprehensive high school in the high district, collaboration on actions and goals was discussed in other committee meetings (District Advisory Committee and English Learner Advisory Committee) as well as reviewing data from parent/community, student, staff and teacher surveys. Due to COVID-19, the 2020-21

SPSA was delayed until the fall of 2020. At the September 28 School Site Council meeting, it was discussed that the focus of the plan for the 2020-21 school year would just focus on how federal funds would be spent. The council agreed with this and understood that then plan would come to them in November for approval.

5/18/20- School Site Council- Discussed COVID and school closure. It was also explained that the LCAP was not required for the 2020-21 year. The plan for SPSA was not know at that time. Council agreed that as we learned more they would be informed.

9/28/20- School Site Council: Discussed that due to COVID, the district did not need to complete a LCAP, but a Local Continuity and Attendance Plan for the 2020-21 year. Asked if the council would agree to allowing the SPSA to just focus on federal funds. Council agreed.

11/30/20- School Site Council: Discussed the 2020-21 SPSA, including updated data.

Resource Inequities

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

The school is not in CSI or ATSI.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

KJUHSD believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.

Identified Need

Academic achievement has always been the focus of the district. Dashboard results show that in the area of statewide assessment, the district is below average level 3 in math and only slightly above average level 3 in ELA. Our EAP scores are below the state average. Through stakeholder surveys and input, the district needs to look at adding more AP and honor classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
H.S. graduation Rate	Baseline: 95.5% 2019-20: Goal Met, 99.6%	2020-21: 96.5%
State Standardized Assessments as measured by Math CAASPP scores Distance from level 3	Baseline: -40 points 2019-20: Goal Met, - 20.1 points	2020-21: -30 points
State Standardized Assessments as measured by English CAASPP scores Distance from level 3	Baseline: +27 points 2019-20: Goal Met, +57 points	2020-21: +34 points
A-G: % pupils with successful course completion	Baseline: 39% 2019-20: Goal Met, 47.7%	2020-21: 41%
EAP: % pupils scoring “ready” or higher ELA	Baseline: 26% 2019-20: Goal Met, 35.42%	2020-21: 30%
EAP: % pupils scoring “ready” or higher Math	Baseline: 19% 2019-20: Goal Not Met, 21.4%	2020-21: 24%
AP: Pupils Scoring 3 or higher	Baseline: 46% 2019-20: Goal Met, 58.9%	2020-21: 48%
EL annual growth as measured by CELDT/ELPAC annual growth data	Baseline: Baseline will be established utilizing ELPAC results. 2019-20: 32.7% making progress, Very Low	2020-21: 35%, low

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL reclassification as measured by prior year number of re-designated students	Baseline: 11% 2019-20: Goal Not Met: 3.1% reclassification Rate	2019-20: 13%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English learners, low income

Strategy/Activity

Credentialed teachers for math classes that do not meet grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

- 1) Title I
 - a) \$48,553
 - b) \$14,776
- 2) Title II
 - a) \$30,338
 - b) 11,170

Source(s)

- 1) Title I
 - a) 1100-1100: Certificated Salaries,
 - b) 3000-3600: Employee Benefits
- 2) Title II
 - a) 1100-1100: Certificated Salaries,
 - b) 3000-3600: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English learners, low income

Strategy/Activity

Instructional aides support of students in the classroom.

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)
1) Title I A. \$58,971 B. \$31,967	1) Title I A) 2100-2100: Instructional Aides/Classified Salaries B) 3000-3600: Employee Benefits

Goal 2

Maintain a positive and safe environment- KJUHSD believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens.

Identified Need

Through parent and student surveys, it was noted that though students feel safe, they feel there is room to improve. The district chronic absenteeism is high and the district feels this number needs to be reduced. With the introduction of student devices, the need for continued education in digital citizenship is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance as measured by district average attendance	Baseline: 97% 2019-20: Goal Not Met, 97%	2020-21: Maintain 97% or higher
Chronic Absenteeism as measured by % students with 10% or more absenteeism	Baseline: 6.5% 2019-20: Goal Not Met, 8.5%	2020-21: 6.0%
H.S. Dropout as measured by formula in LCAP appendix	Baseline: 6.5% 2019-20: Goal Met, 0%	2020-21: 6.0%
Suspension rate	Baseline: 2.00% 2019-20: Goal Not Met, 5.2% suspension rate	2020-21: 1.7%
Expulsion rate	Baseline: .09%	2020-21: .08%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-20: Goal Not Met, .43% expulsion rate	
Facilities Maintained as measured by annual FITs or SARC review	Baseline: All (100%) site FITs scored "good" or higher 2019-20: Goal Met FITs will score "good" or higher	2020-21: All (100%) site FITs will score "good" or higher
School Climate Survey- % responses high levels for school connectedness.	Baseline: 76% 2019-20: Goal Not Met, 63.9% responded high levels of connectedness	2019-20: 79%
School Climate Survey- % responses feel very safe at school	Baseline: 72% 2019-20: Goal Met, 81.6% feel very safe at school	2019-20: 74%

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

Provide a safe environment for students through the use of security cameras, school safety dog, visitor check-in system, smoking detection equipment, and police at school/sporting functions.

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)

1) Title IV
A) \$3,000

1) Title IV
A) 5800-5800: Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Contract with outside agencies to provide health services for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1) Title IV A) \$13,884- Comprehensive Youth Services	1) Title IV F)5800-5800: Services

Goal 3

Provide professional development and collaboration time that builds student achievement- KJUHSD recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students.

Identified Need

Student standardized scores went down from the previous year. Teachers have also requested more professional development in the area of engagement and preparation for CAASPP. The transition to Next Generation Science Standards and the new social studies frameworks have created a need for professional development in these areas. With a passing score on an AP test demonstrating a student is college ready, more professional development is need to not only increase access to AP classes, but strategies for teachers to help all student achieve success in AP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Standards Implemented as measured by either 1) Narrative Summary or 2) State Reflection Tool	Baseline: Average score of 4.2 2019-20: Goal Not Met, Average score was 3.45	2019-20: Average score of 4.3 or higher
EL access to state standards/ELD standards (included with tool used above)	Baseline: Average score of 4.2 2019-20: Goal Not Met, Average score was 3.33	2019-20: Average score of 4.3 or higher
Access to a broad course of study as measured by review of teacher and/or master schedules	Baseline: 100% access to a broad course of study at all school sites 2019-20: Goal Met, 100% access to a broad course of study at all school sites	2019-20: 100% access to a broad course of study at all school sites

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

Contract with curriculum and instructional experts to provide professional development for all teachers in the areas of CCSS, NGSS, technology, and student engagement. Substitute teacher costs for release days and related costs.

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)

1) Title II
A) \$4,703

1) Title II
A) Travel and Conferences

Goal 4

Prepare students for the transition to post-secondary schooling/training both through programs directly to students and communication with parents. KJUHSD needs to prepare all students to be college and career ready.

Identified Need

College and career readiness is the goal of the district. Through stakeholder meetings, a need was seen in having more options to help students achieve post-secondary success. Communication about requirements and student progress was an area stakeholders wanted more information on.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

% of graduating seniors will be enrolled in community college, 4-year college, or the military.

Baseline: Maintained at 95% or higher

2019-20: Maintained at 95% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-20: Goal not Met, 92.2%	
CTE Sequence of Study is % of students with two courses in the same pathway	Baseline: 19% 2019-20: Goal Met, 31%	2019-20: 21%
% of students participating in Career Technical Program	Baseline: 28% 2019-20: Goal not measured as due to school closure, accurate numbers are not available.	2019-20: 30%
Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians and parent participation	Baseline: 1) Parent Communication: Agree/ Strongly Agree 78% 2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting 2019-20: 1) Goal Met: 91.31% agree or strongly agree 2) Goal Not Met: Average of 5 parents at committee meetings, but at parent information nights, an average of 90-100 parents attend.	1) Parent Communication: Agree/ Strongly Agree 80% 2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting
# of parent/community survey responses on direction of LCAP	Baseline: 180 2019-20: Goal Not Met, 46 parent/community surveys	2019-20: 210

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Support the AVID program in supporting low income students become college ready by developing academic skills.

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)

Title I

- 1) \$65,041
- 2) \$22,895
- 3) \$1,000
- 4) \$4,679

Title I

- 1) 1100-1100: Certificated Salaries
- 2) 3000-3600: Employee Benefits
- 3) 4300-4300: Supplies
- 4) 5800-5800: Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support the College and Career Center in supporting students with transitioning into post-secondary programs.

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)

Title IV

- 1) \$14,207
- 2) \$5,395

Title IV

- 1) 1100-1100: Certificated Salaries
- 2) 3000-3600: Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-2020

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

ANALYSIS

Goal 1

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

The high school implemented all of the actions written in the SPSA. In reviewing our annual measurable outcomes, the high school met 6 of the 9 metrics. The three metrics that were not met were: EAP math (21.4%, though an increase), EL reclassification rate (0%), and EL progress rate (32.7%, very low).

Overall, the high school had good results from the actions. The district addition of after school buses helped provide more opportunities for students to attend and the school saw an increase in the number of students attending. Scores on SBAC increased in both English and Math. AP passing rate and A-G completion rate also continued to improve.

Though the end of the 2019-20 ended in school closure and results will not be available for ELPAC and SBAC, the school was making positive movement in academic areas.

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

Overall the amounts budgeted and actually expended were close. Some of the differences in Action 2 and 3 were due to salary and benefit increases, as well as staffing. For Action 2 (approximately \$7,00 less), one instructional aide left in the middle of the year and it took some time to be able to replace that position with a qualified person. For Action 3 (approximately \$3,500 less), was due to COVID and not offering after school tutoring.

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

Due to the school closure and the unknowns of the 2020-2021 school year, the SPSA is only focused on the use of federal monies. Overall federal money through Title I decreased by \$50,000, Title II decreased by \$5,000 and Title IV decreased by \$1,000. The focus of our federal money will remain the same, to support students in classes that are focused on students who are struggling, smaller class sizes for those classes, and instructional aides.

Goal 2

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

In reviewing our annual measurable outcomes, the high school met 4 of the 8 metrics. The four metrics that were not met were: chronic absenteeism (8.5%, a .1% decrease from previous year), suspension (5.2%, a .7% increase from previous year), expulsion (.43%, a .25% increase from previous year), and school connectedness (64%, decrease of 23%).

The high school continued to support safe campuses by many programs. The high school added security cameras, a campus monitor, and the city funded a school resource officer to work among both the high school and elementary districts. The district contracted for 3 days with Comprehensive Youth Services, 1 day with All 4 Youth, and 4 days for a school psychologist. KHS had a successful Freshman orientation day a but for those who took advantage, it allowed them to participate in sports and receive additional academic support.

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

On Action 6 (approximately \$8,000 less) , the district was only able to hire 1 part time campus monitor, in addition, the one hired left before the end of the year and position was not rehired.

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

The overall goal will remain the same for next year. Due to the school closure and the unknowns of the 2020-2021 school year, the SPSA is only focused on the use of federal monies. Overall federal money through Title I decreased by \$50,000, Title II decreased by \$5,000 and Title IV decreased by \$1,000. The focus of our federal money will remain the same, to support students by providing a safe environment and providing mental health support.

Goal 3

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

The professional development provided to staff covered all areas of focus from the SPSA. Student engagement strategies, SBAC preparation, NGSSS and writing in all areas was the focus. Teachers were offered multiple training's outside of school in the areas of NGSS, RAAD, SBAC, AP, and writing workshops. On campus training for technology focused on online safety, TurnItIn, and preparing students for SBAC. Teachers used Illuminate, state provided interim assessments as well as other online platforms to use online testing.

The district met the expected measurable goals of providing diverse professional development as a staff to better prepare our students. Besides the staff training, individual teachers attended conferences and training's that continued to support their learning and engaging students in their classrooms.

As the district works on fine-tuning its evaluation of Priority 2, Implementation of State Academic Standards, the results have varied each year. The department chairs were once again asked to complete the evaluation, but with new department chairs, brought different perspectives. The goal of implementation of state standards was not met (3.45, but was an increase of .4). The school saw a .3 decrease in EL accessing the state standards.

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

On Action 1 (approximately \$12,000), less money was spent conferences and travel due to COVID restrictions. The district had summer professional develop for AVID and AP, but these were canceled. In addition, all conferences held during the 4th quarter were canceled as well.

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

Due to the school closure and the unknowns of the 2020-2021 school year, the SPSA is only focused on the use of federal monies. Overall federal money through Title I decreased by \$50,000, Title II decreased by \$5,000 and Title IV decreased by \$1,000. The focus of our federal money will remain the same, to support students by providing professional development. The district has committed to over 20 days of training provided by FCSS in the areas of math, ELD development for English, social emotional learning, technology training, and VAPA training.

Goal 4

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

A continued focus of the high school is providing every student a computer. Parent communication with parents improved by the improved use of AEIRES communication in which parents can choose how the high school communicates with them (email, phone call, and/or text). The high school implemented two new CTE classes, intro to manufacturing and construction. The college and career center has a dedicated teacher to work with students in receiving their college and career goals.

A continued focus on AP showed through increase passing rate and students taking AP. The district met all of their goals except in the area of post-secondary plans and parent involvement (at meetings and survey completion). We had a higher number of students who were unsure what they wanted to do, especially with COVID and completing the enrollment process for community college was more difficult due to virtual learning. Parent involvement in both meetings and surveys was below the target goal. Parent survey was not successful as it was sent out right during school closure, though on surveys related to school closure, parent input was higher than ever before averaging over 400 responses. For district and school meetings, parent average was 4, not meeting the goal of 9. Parent involvement at meetings that had a direct relationship with their child continued to be well attended.

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

There was no material differences between budgeted expenditures and the actual expenditures.

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

Due to the school closure and the unknowns of the 2020-2021 school year, the SPSA is only focused on the use of federal monies. Overall federal money through Title I decreased by \$50,000, Title II decreased by \$5,000 and Title IV decreased by \$1,000. The focus of our federal money will remain the same, to prepare students for post secondary options.

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	\$ 526,334
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	\$ 330,579

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	\$ 443,532
Title II, Part A	\$ 46,316
Title IV, Part A	\$ 36,486

Subtotal of additional federal funds included for this school: \$ 330,579

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	\$ 0

Subtotal of state or local funds included for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$ 330,579

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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