

School Year: 2020-2021

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Annie Petrie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paul Holt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anna Sabalone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radie Krueger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiffany Hunter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Salas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tami Stogner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suzanne Feeley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sabrina Hoffman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shannon Driskell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	1	3	3

¹ EC Section 52852

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
Upper Lake High School	17-76976-1737006	October 27, 2020	November 10, 2020

Purpose and Description

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

Upper Lake High School has taken the steps to closely articulate the requirements of the LCAP, the SPSA and the WASC Process. The three (3) areas highlight our areas for improvement. These three umbrella areas are our district's three goals:

Goal 1 Improve Student Achievement

Goal 2 Provide and support professional development

Goal 3 Communicate with our community & provide a safe & welcoming learning environment for all students

For all of these areas, we have articulated tasks that will help our school and school system work toward these broad umbrella goals.

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

Area For Improvement #1: Improve Student Achievement

District Goal	<i>Improve Student Achievement</i>
LCAP Priorities	<i>Priority 1 - Basic Services;</i> <i>Priority 2 - Common Core for All;</i> <i>Priority 4 - Student Achievement;</i> <i>Priority 7 - Course Access; Balanced Curriculum</i> <i>Priority 8 - Other Pupil Outcomes</i>
SWLO's	<p><u>A CRITICAL THINKER AND EFFECTIVE COMMUNICATOR WHO CAN</u></p> <ul style="list-style-type: none"> ● <i>identify, analyze, integrate, and apply information for problem-solving</i> ● <i>read, write, speak, and listen reflectively and critically</i> ● <i>evaluate arguments and claims using relevant evidence</i> <p><u>A RESPONSIBLE LEARNER AND WORKER WHO CAN</u></p> <ul style="list-style-type: none"> ● <i>develop, monitor, and use effective learning strategies</i> ● <i>develop self-improvement plans by setting priorities and achievable goals</i> ● <i>overcome obstacles by utilizing resources</i> ● <i>pursues intellectual, artistic, practical and physical endeavors</i> ● <i>sets educational and career goals</i>
Rationale	<i>College and Career Readiness is critical because it represents the basic function of a public education system. This is a large goal that encompasses curriculum and instruction as well as school culture. Addressing the areas that we need to improve will support all students in being well prepared for whatever step they wish to take after high school.</i>

Area For Improvement #1: Improve Student Achievement

At Our School

College and Career Readiness

- a. Identify key components of Multi-Tiered Systems of Supports (MTSS) that encompasses both Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS).
- b. Update our CTE Pathways to reflect skills and experiences needed for viable career pathway success in current employment and regional need
- c. Students create a 6-year plan and tie it to course selections, to include the first two years after high school
- d. FAFSA application process supported for for all seniors and their families
- e. Expand Dual Enrollment opportunities as part of day course schedule
- f. Implement an onsite College Visit protocol and proactively solicit local colleges
- g. Organize College Field Trips by grade levels
- h. Update Graduation Requirements to support A-G eligibility, Arts and Career pathways

- i. After School Tutoring (Cougar Study Club)
- j. Update official grade reporting

In Our Classrooms

Instructional Practices

Begin to embed five proven **instructional practices** shown to increase engagement, accelerate learning, and improve mastery of rigorous Common Core college and career readiness curriculum. Departments and teachers can select which of these areas are their most important need. Provide a common understanding of these five high-impact instructional practices and **build a repertoire of strategies tied to these practices** applicable to all content areas.

- **Clearly Identifies Learning Skill/Outcome:**
 - interaction at the start of class on today's learning target and what mastery looks like using exemplars, rubrics, student work samples, brief discussion of outcomes, etc.
- **Checks for Understanding:**
 - embedded throughout the lesson to provide evidence of where students are, opportunities to improve based on descriptive feedback, and proactive use of informal formative assessment strategies and iterative cycles
- **Use Variety of Instructional Practices:**
 - throughout the class period students have opportunities to reflect on, work with, discuss, and write about the direct instruction
- **Provides Scaffolding that Supports Learning:**
 - active use of stations, personalized workshop model, technology, graphic organizers, process and progress guides, reading strategies, accommodations, modeling, peers as resources, and other strategies that meets kids where they are and supports moving to the next level
- **Reinforces What Was Learned:**
 - Interaction at the end of class that brings closure to learning goals and allows students to celebrate progress and identify next steps

Assessment Practices

Begin to embed three key **assessment practices** shown to increase engagement, accelerate learning, and improve mastery of rigorous Common Core college and career readiness curriculum. Departments and teachers can select which of these areas are their most important need for initial implementation.

- **Assessment Design** and reporting tied to essential skills and depth of mastery - foundational, proficient, and advanced - rather than completion or compliance
- **Frequent Cycles** of learning within the classroom that provide first version, formative feedback, and second version, ensuring lessons on key essential skills as well as summative assessments always receive

a formative assessment version with coaching, prior to the summative assessment.

- **Homework Design** for spaced repetition, retrieval practice, extension, or self-assessment leading to formative feedback.

Area For Improvement #2

Provide and support professional development

District Goal	<i>Provide and support professional development</i>
LCAP Priorities	<i>Priority 1 - Basic Services;</i> <i>Priority 2 - Common Core for All;</i> <i>Priority 4 - Student Achievement;</i> <i>Priority 7 - Course Access; Balanced Curriculum</i> <i>Priority 8 - Other Pupil Outcomes</i>
SWLO's	<p><u>A CRITICAL THINKER AND EFFECTIVE COMMUNICATOR WHO CAN</u></p> <ul style="list-style-type: none"> ● <i>identify, analyze, integrate, and apply information for problem-solving</i> ● <i>read, write, speak, and listen reflectively and critically</i> ● <i>evaluate arguments and claims using relevant evidence</i> <p><u>A RESPONSIBLE LEARNER AND WORKER WHO CAN</u></p> <ul style="list-style-type: none"> ● <i>develop, monitor, and use effective learning strategies</i> ● <i>develop self-improvement plans by setting priorities and achievable goals</i> ● <i>overcome obstacles by utilizing resources</i> ● <i>pursues intellectual, artistic, practical, or physical endeavors</i> ● <i>sets educational and career goals</i> <p><u>A SELF-SUFFICIENT COMMUNITY INVOLVED CITIZEN WHO CAN</u></p> <ul style="list-style-type: none"> ● <i>understand and support the democratic process</i> ● <i>demonstrate knowledge of diverse cultures that fosters tolerance for individual differences</i> ● <i>contribute time, energy, and talents to improve the quality of life in their school, community, state, nation, and the world</i>
Rationale	<i>There is still an achievement gap in our school. It is incumbent upon us to continue to search for strategies and structures that are good for all students, but critical for some.</i>

Area For Improvement #2: Provide and Support Professional Development

At Our School

Providing Time

- Work to design a schedule that provides Early Release
- Provide release time when possible to move the work and learning forward (through on-site collaboration and off-site professional learning)

Providing Focus

- All professional development will be aligned to the high impact instructional practices and high impact assessment practices that are outlined in Goal 1.

Providing Choice

- Departments and/or individual teachers will be able to choose the starting points within the instructional practices and assessment practice that most meet their own personal growth goals and the needs of their students.
- If we expect teachers to differentiate for students, we must be willing to differentiate for teachers and meet them where they are. We will personalize what support and implementation looks like for each staff member.

In Our Classrooms

- Develop a schoolwide culture where teachers feel both encouraged and safe to take risks as they begin to implement practices that are new to them
- Develop a professional culture where we provide opportunities for educators to observe and learn from one another (peer to peer observations & collaboration) as well as colleagues at other sites or districts.
- Provide positive and supportive walkthroughs with feedback & coaching to both support and celebrate the steps teachers are taking.
- Commit to follow-up and action research tied to any outside training and/or conferences

Area For Improvement #3: Communicate with our community and provide a safe and welcoming learning environment for all students.

District Goal	<i>Communicate with our community and provide a safe and welcoming learning environment for all students.</i>
LCAP Priorities	<i>Priority 3 – Parent Involvement; Priority 5 – Student Engagement (attendance, truancy, graduation); Priority 6 – School Climate (suspension, expulsion, connectedness)</i>
SWLO's	<p><u>A SELF-SUFFICIENT COMMUNITY INVOLVED CITIZEN WHO CAN</u></p> <ul style="list-style-type: none"> • <i>understand and support the democratic process</i> • <i>demonstrate knowledge of diverse cultures that fosters tolerance for individual differences</i> • <i>contribute time, energy, and talents to improve the quality of life in their school, community, state, nation, and the world</i>
Rationale	<i>Engagement with all of our stakeholders is incredibly important. We know that it is important to solicit student, parent and community voice into our school's decision making. This is a continuous area of improvement, as we want our school to reflect the desires and values of our community.</i>

Area For Improvement #3: Communicate with our community and provide a safe and welcoming learning environment for all students.

At Our School

- Positive Behavior Intervention and Support (PBIS) and Restorative Practices Support

- Spanish speaking support
- Daily Bulletin
- Weekly InTouch Communication to Families
- Implement Student Leadership Class
- Cougar Pride and Rotary Top 40 Month Awards
- Quarterly Class Meetings
- Social Media ~ Facebook, Instagram, Twitter
- Trained Office Staff
- Student Office Support
- Classroom Tutors

In Our Classrooms

- Create a “First 21 Days” plan that gives teachers permission and tools to build community and routines inside the classroom;
- Develop expertise and comfort with utilizing Restorative Practices and Community Circles inside the classroom
- Encourage student and parent access to Aeries & Schoology to watch and celebrate progress

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

Spring 2019 and Fall 2019 Upper Lake High School was immersed in a WASC self-study. There were multiple stakeholder meetings to develop our WASC Action Plan as well as ongoing Site Council meetings.

Resource Inequities

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

None

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, 2, 3

Goal 1 ~ Improve Student Achievement

Goal 2 ~ Provide and Support Professional Development

Goal 3 ~ Communicate with our community and provide a safe and welcoming environment for all students.

Identified Need

Improvement on CAASPP (California Assessment of Student Performance and Progress)

Improvement on CAST (California Science Test)

Increase College and Career Readiness Indicator on the Dashboard

***Increase A-G Eligibility**

***Increase CTE Pathway Completers**

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improvement on CAASPP	Class of 2018 <u>English Language Arts</u> 82.9 points below standard Declined 48.8 Points Number of Students: 61 <u>Math</u> 172.9 points below standard Declined 18.3 Points Number of Students: 58	Class of 2021 No Decline
	Improvement on CAST	

Increase College and Career Readiness Indicator	Class of 2019	Class of 2020
	11.8% prepared	No Decline
	26.5% approaching prepared	
	61.8% not prepared	
	Declined 5.1%	

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)

1. Teacher Professional Development with Billie Donegan (All Students)
2. Multi-Tiered Systems of Support (MTSS) Program that includes a new Intensive Intervention Class “Connections”
3. Systematic and Intentional College and Career Counseling and Advising using Aeries
4. After School Tutoring (Cougar Study Club)

Strategy/Activity

[Describe the Strategy/Activity here]

Proposed Expenditures for this Strategy/Activity

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

	Amount(s)	Source(s)
Strategy	Amount	Source
Teacher Professional Development with Billie Donegan	\$139,350.00 \$30,000 - Billie’s Contract	CSI Funding (3182)
Multi-Tiered Systems of Support (MTSS) that includes	\$70,000.00	Low Performing Student Block Grant (7510)

a new Intensive Intervention Class Connections		
Systematic and Intentional College and Career Counseling and Advising using Aeries	\$17,831.14	Supplemental & Concentration (0100)
After School Tutoring (Cougar Study Club)	\$20,000.00	Low Performing Student Block Grant (7510) Title I (3010)

Annual Review

SPSA Year Reviewed: 2022-2021

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

ANALYSIS

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

Our WASC Self-Study and WASC Action Plan supported ULHS to set student-centered action steps.

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 are no differences other than we will now be implementing our WASC Action Plan in 2020-2021.

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.

WASC Action Plan implementation

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	\$ 89,053.98
Total Federal Funds Provided to the School from the LEA for CSI	\$ 170,123.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 237,021.30

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	\$ 89,053.98

Subtotal of additional federal funds included for this school: \$ 237,021.30

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 (\$)
Low Performing Student Block Grant (7510)	\$79,640.18

Supplemental & Concentration (0100)	\$17,831.14
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Subtotal of state or local funds included for this school: \$ 97,471.32

Total of federal, state, and/or local funds for this school: \$334,492.62

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 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 Specific, Measurable, Achievable, Realistic, and Time-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/guidanceuseseseinvestment.pdf>);**
- 3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and**
- 4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).**

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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