

School Year: **2023-24**



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
Vintage High School	28662662830016	May 11, 2023	August 10, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Vintage High School has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:

English Learners are experiencing higher levels of suspension than our overall student population, they are performing below the schoolwide population in areas of ELA and Math and are not making adequate progress on the English Learner progress indicator on the Dashboard.

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

The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, The Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency in the State's academic standards and California Dashboard Indicators. School goals will

influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Additionally, the SPSA reflects the full WASC self-study that was conducted during the 2021-2022 school year and the WASC Action Plan which received a full 6-year accreditation.

Educational Partner 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 draft SPSA was co-developed by the principal and site leadership team then shared with the teaching staff for input. Additionally, the draft SPSA is shared with the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) for input and approval. Updates on actions and progress toward goals are reviewed at SSC meetings.

Resource Inequities

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

Vintage High School has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:

Our English Learners are experiencing higher levels of suspension than our overall student population, they are performing below the schoolwide population in areas of ELA and Math and are not making adequate progress in the English Learner progress indicator on the dashboard.

Supplemental funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan. Additionally, our schoolwide focus areas and related action work target supporting English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Students will graduate college and career-Ready

Identified Need

All students need to improve in math and literacy as indicated on the California Dashboard (CAASPP and College and Career Readiness Indicator). English Learners are performing below the schoolwide population in areas of ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: College and Career Readiness Indicator	Metrics on the Dashboard from 18-19 for <ul style="list-style-type: none"> Graduation Rate A-G eligible CTE completion rate 	We will use the CA Dashboard as our guide in our expected outcome for each of the subgroups. In each of the subgroups, our expected outcome is to see improvement. Note: the College/Career Ready Indicator for 2022 was not available or reported. As such, the 2023 data will be the baseline date when available next fall.
STAR Data	STAR Data in the Spring 2023 20.1% Met or Exceeded on STAR Math 52.2% Met or Exceeded on STAR Reading	Increase in STAR Reading and Math proficiency by 10%.
Graduation Rate	Graduation rate 2022: 96.9%	Our goal is to maintain or improve the graduation rate.
a-g eligibility	a-g eligibility in 2022: 56.5%	Our goal for a-g eligibility is to increase by 5%.

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Development of a master schedule that is student-driven and supports college and career readiness. Select staff will participate in transcript analysis to identify areas of strength as well as areas of growth for a-g completion. Transcript analysis will lead to department goals for a-g completion and use of the PLC process to analyze student progress and adapt instruction to support student learning and success.

We will implement interventions for all students (\$3,000.00):

- who are close to meeting A-G, such as remediation of D's
- whose data suggests will struggle with high school academic success due to their grades in middle school (F's in English 8, Math 8, or both). Some students will be placed in an Academic Skills class with a math focus (Math 180) with a math teacher (general fund FTE allocation)
- who through data analysis are identified as Focus Students who need support from teachers to pass with a C or higher
- who are flagged through data analysis in our MTSS process as requiring additional academic support. (MTSS and Data 101 interventions)

3 cycles of Learning Sprints will continue in ELA & Math. Learning Walks will be supported where teachers can observe colleagues' instructional practices with sub release time.

For identified Focus Students, we will use Edificity during Targeted Learning Time (TLT) to provide tier 1 interventions. A committee will help review and guide TLT and Edificity in the 2023-23 school year. This committee will be 6-8 teachers, counselors and administrators and will meet at least quarterly for after school pay, or adjunct duty.

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)

3,000

0003 - Supplemental

7,990

0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Education of all stakeholders in the California Dashboard definition and metrics to determine college and career readiness. Education includes teacher, parent, and student education as well as special groups such as the site's AVID team, EL team, Career Tech Ed instructors and Special Education Teachers/Case Carriers.

SpEd Team working with the Counseling team, one day in spring semester to do transcript analysis, grade evaluation, and 4 year planning and course registration and placement for the coming year (\$500 SpEd teacher release subs or after school paid time)

Quarterly meetings for the ELD team to meet around ELD student high school successes, college and career readiness, and needed supports (\$3,000 EL Teacher after school hourly pay)

After school Homework Club staffed with math teachers to support students in math and in all subjects - 3 days/week

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)
500	0003 - Supplemental
3,000	0003 - Supplemental
9,000	0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students in the AVID program

Activities

AVID Program Support (an average of 2 sections per grade-level)

- AVID professional learning (institute if needed)
- AVID field trips
- AVID supplies
- AVID materials

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)
1,320.00	0003 - Supplemental
2,720.00	0003 - Supplemental

Strategy 4

Students to be Served by this Strategy/Activity

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

All 11th graders

Activities

Explicit preparation for CAASPP in Math, English, SS, and Science classes at strategic times throughout the school year that includes not only test-taking strategies and content skills but also awareness of the importance of the test for students and the school site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2022-23

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.

VHS has a goal to increase a-g completion for college eligibility by 5%. The completion rate for 2022 was 56.5%, which is down from 58.6% in 2012. Vintage's identified need in Goal 1 is to increase the number of students schoolwide, as well as within each subgroup, that are considered "College & Career Ready" according to the California Dashboard. The plan to bring about the proposed change includes analysis of data, implementation of tier 1 interventions, support and implementation of the PLC process and Learning Sprints, support of the AVID program, and preparation for testing.

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

The cost of implementing these activities is rooted in data support and analytics that are effective, efficient and sustainable. Additionally, costs will be used for staff release time for training or learning walks, and after school planning time for staff. A major focus will be on tier 1 interventions, but we'll also look to further develop MTSS related Tier 2 and 3 interventions to increase College & Career Readiness.

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.

Learning Sprints were new in 2022-23 and will continue in 2023-24. Transcript analysis will also occurred for the first time in May 2023 and will have carry over effects into 2023-24 with impact on the PLC process as well as identified Focus Students for tier 1 interventions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Students Will Experience Responsive, Engaging Pedagogy

Identified Need

The identified need is clarity, alignment, implementation, and monitoring of the curricular content and assessment. This includes specifically outlining through PLC (Professional Learning Community) Teams. This is a critical focus in the Vintage WASC Action Plan. Many content areas will be implementing new adopted curriculum, or will be piloting new curriculum to support this effort. World Language, Math and Social Studies will have newly adopted curriculum that is aligned with current standards. ELA and ELD will be piloting curriculum next year in 2023-24 for adoption in 2024-25.

2023-23 will be a pilot year of the new Ethnic Studies course and this course is designed to engage 9th graders with culturally relevant content and material.

We will also focus on implementation of the district MLL plan to support our EL student group who is performing low in the areas of ELA CAASPP, Math CASPP, EL Progress and Suspensions.

Implement evaluations via Talent Ed with fidelity and consistency among administrators so that staff being evaluated receive meaningful and actionable feedback that results in more effective implementation and achievement of evaluation goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Reporting Data	Last 4+ years of Semester Grade Reporting Data	Increase in A's, B's, and C's earned in comparison to past years by 5% (A/B/C Data)
ELPAC	Reclassification rates from past year	Increase in reclassification rate by 5% to move out of the very low performing level for EL Progress
Seal of Biliteracy Data	18.9% of graduates earned a Seal of Biliteracy in 2022	Maintain or increase

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Attention to, professional learning, accountability, and PLC work to understand and implement This will include 3 cycles of Learning Sprints in ELA and Math and retraining in the PLC process at the beginning of 2023. Learning walks in these content areas will be a next step to support the Learning Sprints which began in 2022-23. - \$3,000.00

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)

3,000

Source(s)

0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Align CRuSH to the Ecosystem of Carino to strengthen students, staff, and families' sense of belonging to the VHS community.

- -Implement the Ecosystem of Carino and CRuSH professional learning in staff and leadership meetings

Implementation of the new Ethnic Studies Course as well as offering AP Spanish Literature once again (not offered in 2022-23 due to teacher retirement and a drop in overall AP offerings due to COVID).

Organization of the annual Plaza Vintage celebration that examines and celebrates heritage, background and cultural differences and diversity to help with sense of self, belonging and connections. - \$1,000.00

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)

1,000

Source(s)

0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students

Activities

Implement evaluations via Talent Ed with fidelity and consistency among administrators so that staff being evaluated receive meaningful and actionable feedback that results in more effective implementation and achievement of evaluation goals.

- -Site administrators will agree on and use two goals during the evaluation cycle for all teachers being evaluated.
- -These two goals will be aligned among the four administrators and also be supportive of the two focus areas for the site this school year.
- -Calibration among administrators in the evaluation process multiple times throughout the year.

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 4

Students to be Served by this Strategy/Activity

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

Multilingual Learner Students

Activities

Multilingual Learner Reclassification Focus--\$1,000 Supplemental

- -Focus on support for reclassification
- -Focus on support for ELPAC Testing
- -Focus on support for the celebration of reclassified students

Quarterly meetings for EL teachers to monitor progress and plan. - \$3,000.00

Staff awareness at staff meetings to follow MLL district plan as well as WASC action plan priorities around EL students and new ATSI status.

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)

1,000

0003 - Supplemental

3,000

0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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.

The strategies and activities proposed in this goal are supported by newly adopted curriculum as well as new course offerings of Ethnic Studies and bringing back AP Spanish Literature which are culturally relevant and engaging courses. In this goal, we also focus on developing and implementing CRuSH as the lens through which we operate as a learning institution. The PLC process and Learning Sprints support this work. Awareness of the MLL plan as well as fidelity to implement with proper course placement and a student-centered master schedule support student success and EL progress. Finally, we use the lever of teacher evaluation to offer accountability and support around this work.

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 do not appear to be major differences between the intended implementation and budgeted expenditures to implement the expressed strategies/activities

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.

With newly adopted curriculum that is more up to date and includes culturally relevant and engaging content and standards, we do not need to supplement Social Studies and English curriculum with work to add the "CRSH" lens as previously described in last year's SPSA.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Families Will Experience Robust Communication, Community Engagement and Advocacy

Identified Need

There is a need to enhance and systematize staff and parent engagement, advocacy, and support efforts at Vintage High School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at schoolwide events--Parent Orientations, Back to School Night, Curriculum Faire, Sports Nights, etc.	Parent Orientations Fall 2022 were full; Back to School Night Fall 2022 - full quad and reported high attendance in classrooms; standing room only at Curriculum Faire 2023 in Little Theater and Cafeteria;	Attendance at events held in 2023-24 reflecting 50% or more of the parent community that is invited - maintaining or increasing from 2022-23
Parent Attendance, participation, and support at PFCC and Voces de Los Padres (ELAC) meetings	N/A--attendance at both of these groups had at least 6 parents attending on average, sometimes more.	Participation and support in and from PFCC and Voces in 2023-24 reflective of 10% of the invited, respective parent populations Increase in financial support and donations for Vintage High School programs, departments and sitewide
Parent Attendance at Parent Education Workshops	N/A--attendance has never been taken or calculated before	Attendance at workshops held in 23-24 reflective of 10% of the invited parent population
Parent & Community consumption of communications sent out	Instagram following spring of 2023 ~ 1700 ParentSquare averages for 2021-22; 69% receive email; 92% receive text and 36% receive text May 2023: 74% receive email; 94% receive text; 32% receive app	Increase social media following to at least 1900 (currently 1700); increase ParentSquare messages read by 5% with extra focus on increasing information access to Spanish Speaking families

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

We will provide more strategic invitations to parents with informational aspects, as well as more strategic draws for parents to school-wide events including offering of FAFSA workshops for seniors and senior families in 2023-24.

Strategic posting of both ParentSquare (consolidate as much as possible into newsletter)

Use of social media effectively to showcase school activities and culture as well as promote and remind about events

Weekly staff, student, and parent newsletter and daily parent-centered social media posts to keep parents informed and engaged

Video, Multimedia, and related site needs - \$2,500

- -Specifically, use of our Digital/Multimedia class, Vintage High School will continue to use our video bulletin announcements that are watched by the students.

Site branding, marketing, and communication need as they arise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

All Students

Activities

Established PFCC and Voces (ELAC) officers, goals for the year, and an intentional push to increase membership - administrator attends these meetings

- -Strategic invitation to all parents, but specifically 9th grade parents to the PFCC and Voces de Los Padres groups through various modes of communication and other events
- -Intentional reporting out and discussion around site goals and site needs with parent groups (PFCC and Voces/ELAC)

Offer principal chats once per semester beginning in 2023-24

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 3

Students to be Served by this Strategy/Activity

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

All Students

Activities

Build on and enhance workshop topics that have been successful and have high attendance
Design ways to communicate workshop information to parents that did not attend and continue to invite them to future events

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 4

Students to be Served by this Strategy/Activity

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

Students who have Spanish Speaking families or have parent/guardians who prefer Spanish for communication

Activities

Spanish translation and support by our parent liaison of all weekly newsletters and key communications. - \$3000 (Board Priority #5)
Translation by our parent liaison at all grade-level or school-wide presentations to families.
Specific outreach to connect parents who are not responding to surveys and other outreach

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

The goal is to increase parent engagement, advocacy, and support through a variety of activities, opportunities, and feedback mechanisms. The strategies within this goal focus on increasing attendance at events, increasing participation in parent groups, enhancing parent education opportunities, and explicitly demonstrating site needs for and with the Vintage parent community.

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

The implementation of these strategies is focused on adjusting the site leadership's approach and offerings with and to parents and does not require significant funding. Funds are only anticipated for covering the cost of parent workshop experts that could be brought in roughly twice a year to supplement on-campus expertise and in paying for some social media support as we launch those platforms in a robust and effective way for the first time.

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.

No changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Students Will Thrive Socially, Emotionally and Academically

Identified Need

MTSS system that functions with fidelity to ensure solid Tier 1, 2, and 3 interventions for all students. Implementation of Ecosystems of Cariño to support an environment where students feel connected and can engage.

English Learners are experiencing higher levels of suspension than our overall student population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>MTSS Indicators:</p> <ul style="list-style-type: none"> • -Suspension Data-- class or full day • -Attendance/Chronic Absentee Rates • -Behavior Data--Cell, Tardy and Referral Data • -SDQ • -California Healthy Kids Survey • -Focus Group input • -Edficiency 	<p>-Initial data in MTSS Spreadsheet pre-intervention implementation</p>	<ul style="list-style-type: none"> • -MTSS Intervention data that shows improvement with implemented interventions via progress monitoring • -Improvement in SDQ data • -Improvement in Healthy Kids Survey Data - 5% increase in students who feel connected to school and who feel there is a caring adult • -Improvement in chronic absenteeism by 5% • -Improvement in Suspension data - reduction by 5% • -Tier 1 interventions with Edficiency - increase the number of student and teacher requests by 10% each (baseline 30% and 20%) while reducing the number of auto scheduled students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	English Learners: 10.3% suspended at least one day	Reduction of suspensions for ELs from "Very High" to "High" (6.1% to 9.0%)

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 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Tier 1 professional development, targeted work and actions - \$5,000.00

- -Literacy across the subject areas (WASC Action Plan Goal)
- - continuing staff learning on Ecosystems of Carino
- monthly schoolwide TLT focused on SEL, or other topic such as attendance
- Focus students - staff make connections with 5 key students
- Edficiency - increase the number of student and teacher requests while reducing the number of auto scheduled 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)

5,000

0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

All students identified as needing Tier 2 services due to behavioral, attendance or academically focused data

Activities

Tier 2 Interventions

Academic

- -TLT and Edficiency to work on tier 1 interventions as well as possible tier 2 interventions specifically academic supports--Math 1, Math 2, ELA 9 and ELA 10 support (Board Priority #3) (WASC Action Plan Focus)
- -After School Tutoring (specifically for English Learners) (\$2,000)
- -Credit Recovery and D Remediation

- -Data 101 Spreadsheet work with Faculty (includes emotional red flag/SDQ, homeless, foster, EL, and SpEd students) and Focus Students
- -Homework Club--\$9,000

Attendance, Social/Emotional

- -Group and 1:1 offerings during RTI by Admin, Counseling, Social Workers and Other/External Partners
- -Admin check in's
- -Other interventions such as check-in/check-out, etc.
- -Peer Support Program interventions.
- -Wellness Center programming

Behavioral

- -Admin lead TLT Intervention Groups (WASC Action Plan Focus)
- -Admin check in's and parent/wraparound Meetings
- -Other interventions such as check-in/check-out, etc.
- -Restorative Justice

Supplies for these interventions above, with a focus on EL Tutoring, Homework Club, and Academic Mentoring--\$4,000

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)
2,000	0003 - Supplemental
4,000	0003 - Supplemental
9,000	0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students

Activities

School-wide CRuSH (Community Responsive Sustaining & Humanizing) professional learning focused on strengthening CRuSH in all classrooms and in all curricula as we foster our 5th C of "Community". (WASC Action Plan Focus)

- Professional Development
- Related expert and consulting services in community building & MTSS work

CRSH and Leadership learning and partnership work with VHS Leadership Pillars (Athletics, AVID, Student Government) in connection with our new Ethnic Studies class (WASC Action Plan Focus)--\$2,000 Supplemental

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)
4,000	0003 - Supplemental
13,000	0003 - Supplemental
95,625	0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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.

Goal 4 includes attention to students thriving socially, emotionally, and academically. This goal aligns well with the MTSS work at Vintage and across the District that uses data to analyze students' progress academically, with attendance, and behavior and then strategically provides interventions for all students, for students identified as having additional needs, and finally for students who are identified as having significant need. The use of multiple data sources such as grades, participation in school activities, attendance, and referral/suspension data are helpful metrics in monitoring the progress of the interventions. Additionally, larger-scale metrics, such as the CA Healthy Kids Survey, SDQ, and focus group data or event attendance, are helpful in the wide-scale determination of growth or success.

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

The budgeted expenditures, in addition to the additional staffing provided to Vintage this year, including a full time intervention counselor and social worker are aligned to the need and plan outlined above.

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.

No changes to this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$301,673.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$173,655.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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 (\$)
0003 - Supplemental	\$173,655.00

Subtotal of state or local funds included for this school: \$173,655.00

Total of federal, state, and/or local funds for this school: \$173,655.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jessica Hutchinson	Principal
Marc Caddell	Classroom Teacher
Patricia Woichik	Classroom Teacher
Brittani Fry	Parent or Community Member
Veena Beglinger	Parent or Community Member
Sean Johnson	Secondary Student
Melissa Gonzalez	Other School Staff
Claudia Aranda	Other School Staff Parent or Community Member
Dayana Hernandez	Secondary Student
Open Seat	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2023.

Attested:



Principal, Jessica Hutchinson on May 11, 2023



SSC Chairperson, Marc Caddell on May 15, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner Involvement).

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019