

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Mirus Secondary School	36750440114389	October 13, 2020	October 20, 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)

Mirus Secondary School (Mirus) operates as a charter school. This School Plan for Student Achievement fulfills the requirements of the Title I Schoolwide Program.

Mirus is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. Mirus served a student population comprising of 72% high-risk student groups in 2019-2020. DASS schools are held accountable for all state indicators currently reported in the California School Dashboard; however, "modified methods" are used for state indicators to accurately evaluate the success and progress of alternative schools that serve high-risk students.

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.

All goals contained in the SPSA plan directly support the ESSA requirements to close academic achievement gaps for all students. Mirus' SPSA is developed by the School Site Council and creates measurable goals that are aligned to the Learning Continuity and Attendance Plan (LCP). The SPSA addresses both the academic gaps and social/emotional challenges that Mirus students face as they strive to meet graduation requirements and prepare for college and career pathways.

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

Mirus values the perspective and feedback provided by all stakeholder groups. Mirus has collected meaningful stakeholder feedback from student and parent information surveys, including a COVID-19

needs assessment survey, distance learning satisfaction surveys, and engagement surveys. Survey results are collected, organized, and analyzed by staff to identify the academic, physical, mental, and social-emotional needs of all students. This data is critical in the formulation of program goals, services, and allocation of resources.

Moreover, all stakeholders of the School have representatives involved in the development of the School Plan for Student Achievement (SPSA). The design of the School allows for teachers, students, parents, counselors, and school leaders to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and school leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development on the SPSA. Stakeholder involvement contributes to the SPSA in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

- **School Leadership Team:** Weekly Meetings; Annual Survey
- **Teachers:** Quarterly Instructional Meetings; Resource Center Meetings; APAC Department Meetings; Annual Survey
- **Students:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **Parents:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **School Staff:** Quarterly Staff Meetings; Department Meetings; Annual Survey
- **School Site Council (SSC):** Ongoing Meetings
- **English Language Advisory Council (ELAC):** Ongoing Meetings

Stakeholder groups participated in a comprehensive Needs Assessment of the entire school, which considers the needs of students who are failing, or at-risk of failing, to meet state academic standards. Stakeholder groups followed an Improvement Science protocol to determine the gaps between the current state of graduation rates and the School's ideal rates of growths. Additionally, stakeholder groups analyzed a variety of data and information related to student engagement and achievement, including:

- Graduation rates
- Chronic Absenteeism
- SBA ELA and Mathematics Achievement
- NWEA Measures of Academic Progress (MAP)
- English Learner progress rates
- College and Career Indicator
- Suspension rates
- Student demographic reports
- Student participation rates
- Student credit completion rates
- Course enrollment rates
- Student intervention reports
- Average credit deficiency upon initial enrollment
- Average skill deficiency (ELA and Mathematics) upon initial enrollment

During the Needs Assessment, stakeholder groups analyze data to determine program strengths/weaknesses, prioritize area of greatest improvement or weakness, and investigate root cause. Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify evidence-based interventions and strategies to improve student achievement.

Mirus will use multiple assessment tools and data analysis protocols to determine effectiveness of implemented services and supports. All stakeholder groups will monitor and evaluate the effectiveness of implemented interventions and strategies, including the School Leadership Team, School Staff, Students, Parents, School Site Council, and English Language Advisory Council. To ensure continuous improvement, school groups will review data from the California School Dashboard, other student performance data, and perception data to determine if the SPSA has been effective in addressing the areas of need and increasing student achievement for all students, but especially for the lowest-achieving students. School groups will utilize evaluation methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County Office of Education (SDCOE) to determine program effectiveness.

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

Increase student achievement in areas appropriate for a school participating in the Dashboard Alternative School Status (DASS) program.

State Priorities:

- **Priority 4:** Pupil Achievement (Pupil Outcomes) - Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English Learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.
- **Priority 5:** Pupil Engagement (Engagement) - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.

Identified Need

Primary Need: More than 70% of students enroll at Mirus as 'high risk' based on the DASS criteria. According to NWEA Assessments, students on average, enroll 2-3 grade levels behind in ELA and mathematics.

Relevant Data Collected:

- Mirus served 553 students during June 2020. Of these 553 total students, 69% are Hispanic, 17% are White, and 5% are Black or African American. 9% of students are other ethnicities. In addition, 50% of students are Socio-economically Disadvantaged, 9% are Students with Disabilities, 10% are English Learners, 1% are Homeless, and 11% are identified as GATE. There are 2 foster youth students enrolled at Mirus.
- According to the 2019 California School Dashboard, Mirus had a 72.3% graduation rate for All Students. School Stakeholders are satisfied with Mirus' improved graduation rate and believe that the implemented interventions and actions related to this engagement indicator are effective and need to be continued for the 2020-2021 school year. There is consensus that the School will need to improve instructional actions for Hispanic Students and Students with Disabilities (SWDs) whose graduation rate remains lower than All Students.
- Mirus' 2019 Chronic Absenteeism rate for All Students (grades 6-8) was 39.6%. This is an increase of 4.8% from the prior year. School groups believe that the school will need to improve middle school engagement for All Students and Hispanic and Socioeconomically Disadvantaged students.
- In 2019, All Students who completed the English Language Arts Summative SBA scored 27.2 points below standard. This was a decline of 21 points from the prior year. School groups have identified ELA achievement as an area of need for the 20-21 school year.
- In 2019, All Students who completed the Mathematics Summative SBA scored 133.2 points below standard. This was a decline of 58.7 points from the prior year. School Stakeholders agree that math achievement continues to be a critical area of need. The School will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups.
- Based upon the 2019 California School Dashboard, 61% of ELs are making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). This is considered a High progress level. School Stakeholders believe that by implementing both Integrated and Designated ELD programs, the School can maintain or exceed a medium progress level.
- Mirus administers the NWEA Assessments to students in the fall and spring semesters to measure student grade level equivalency in reading, language usage, and mathematics. The School also uses this pre- and post-assessment to measure how many students are meeting their individual growth targets for the school year. School Stakeholders agree that at least 60% or more of students should meet their growth target.
- Mirus' cumulative 2019-2020 participation rate for All Students was 83%. Participation rates for ELs, SWDs, and SED students was 73%, 76%, and 77%, respectively. The School plans to maintain high levels of student participation for all students by providing a safe and supportive learning environment and removing barriers to learning, including lack of food/nutrition, transportation, and technology. Ongoing social-emotional learning opportunities and support/resources will increase student engagement for the lowest achieving students in school as well.
- Mirus is a 12-month instructional program that is constantly enrolling new students. Many of these new students have negative educational experiences and need an innovative and personalized program to meet their needs. School Stakeholders believe that all new students should complete a school confidence survey after 90-days of enrollment. This survey will measure the instructional program's effectiveness in building student confidence in their ability to succeed in school. As of June 2020, 92% of all students who took the survey reported high levels of confidence. The School plans to maintain these high levels of student confidence by continuing to provide students

a personalized education that considers their academic strengths/weaknesses, learning style preferences, and post-secondary goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard: <u>Graduation Rate</u> (improve by 3% from previous year for All Students and student groups)	<ul style="list-style-type: none"> All Students: 72.3% SWDs: 66.7% SED: 70% 	<ul style="list-style-type: none"> All Students: 75.3% SWDs: 69.7% SED: 73%
California School Dashboard: <u>Chronic Absenteeism Rate</u> (improve by 3% from previous year for All Students and student groups)	<ul style="list-style-type: none"> All Students: 39.6% Hispanic: 47.2% SED: 47.4% 	<ul style="list-style-type: none"> All Students: 36.6% Hispanic: 44.2% SED: 44.4%
California School Dashboard: <u>English Language Arts</u> (improve by 3 points from previous year for All Students and student groups)	<ul style="list-style-type: none"> All Students: 27.2 points below standard Hispanic: 24.7 points below standard SED: 45.8 points below standard 	<ul style="list-style-type: none"> All Students: 24.2 points below standard Hispanic: 21.7 points below standard SED: 42.8 points below standard
California School Dashboard: <u>Mathematics</u> (improve by 3 points from previous year for All Students and student groups)	<ul style="list-style-type: none"> All Students: 133.2 points below standard Hispanic: 133.6 points below standard SED: 156.8 points below standard 	<ul style="list-style-type: none"> All Students: 130.2 points below standard ELs: 130.6 points below standard SED: 153.8 points below standard
California School Dashboard: <u>English Learner Progress</u> (achieve a Medium or higher performance level)	<ul style="list-style-type: none"> 60.7% of English Learners are making progress towards English Language proficiency (High Performance Level) 	<ul style="list-style-type: none"> 45% of English Learners are making progress towards English Language proficiency
NWEA Measures of Academic Progress: <u>Reading</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> All Students: 61% ELs: 71% SWDs: 45% SED: 57% 	<ul style="list-style-type: none"> All Students: 60% ELs: 60% SWDs: 60% SED: 60%
NWEA Measures of Academic Progress: <u>Language Usage</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> All Students: 63% ELs: 63% SWDs: 55% SED: 63% 	<ul style="list-style-type: none"> All Students: 60% ELs: 60% SWDs: 60% SED: 60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Measures of Academic Progress: <u>Mathematics</u> (60% of All Students and student groups will meet their annual growth target)	<ul style="list-style-type: none"> All Students: 53% ELs: 56% SWDs: 58% SED: 55% 	<ul style="list-style-type: none"> All Students: 60% ELs: 60% SWDs: 60% SED: 60%
Cumulative <u>Student Participation Rate</u> (84% of All Students and student groups will meet the participation target)	<ul style="list-style-type: none"> All Students: 83% ELs: 73% SWDs: 76% SED: 77% 	<ul style="list-style-type: none"> All Students: 84% ELs: 84% SWDs: 84% SED: 84%
<u>Student Confidence</u> (90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment)	<ul style="list-style-type: none"> All Students: 92% 	<ul style="list-style-type: none"> All Students: 90%

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)

Systematic Cycle of Assessments for All Students, English Learners, and Low-Income Students

Strategy/Activity

All Students:

- Administer NWEA Measures of Academic Progress (MAP) to students in the fall and spring semester to make data informed decisions regarding curriculum and instruction to close ELA and Mathematics achievement gaps
- Administer the Smarter Balanced Interim Assessments to students to evaluate mastery of grade level standards in ELA and Mathematics and create opportunities for instructional staff to analyze student data and develop systematic methods to improve student learning
- Integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students

English Learners:

- Provide training on ELPAC administration, result analysis, and develop best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

- Developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills

Low Income Students:

- Provide Chromebooks and/or internet hotspots to students in need of home technology to complete synchronous assessments in tutoring sessions and Illuminate Learning Checks which are embedded in the core curriculum

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)

1.1	Object Series	Resource Description
1,687	1000-1999	CTEIG
9,558	1000-1999	LCFF
671	3000-3999	CTEIG
3,803	3000-3999	LCFF
9,225	4000-4999	Title IV
6,318	5000-5999	LCFF

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 2

Students to be Served by this Strategy/Activity

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

Data and Measures of Student Achievement for All Students, English Learners, and Low-Income Students

Strategy/Activity

All Students:

- Collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including student participation and chronic absenteeism rates
- Utilize the School’s Data Integration Systems Department (Naviance, Illuminate, and NWEA) to inform Curriculum, Instruction, and Professional Learning Systems of multiple measures of student achievement data
- Enhance Chronic Absenteeism Rate monitoring system to track student engagement and achievement throughout the school year.
- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint

technology to identify students ‘Not On-Track’ to graduate and then collaborate to implement appropriate intervention.

English Learners:

- A Monthly Storybook that summarizes English Learners performance on specific achievement indicators, including participation and credit completion
- Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students

Low Income Students:

- A Monthly Storybook that summarizes Low Income Students performance on specific achievement indicators, including participation and credit completion

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)

1.2	Object Series	Resource Description
590	1000-1999	CTEIG
5,312	1000-1999	LCFF
3,262	2000-2999	CTEIG
18,486	2000-2999	LCFF
1,508	3000-3999	CTEIG
9,290	3000-3999	LCFF
2,000	4000-4999	LCFF
20,865	5000-5999	LCFF

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 3

Students to be Served by this Strategy/Activity

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

Instructional Support and Intervention for All Students, English Learners, Low-Income Students, and Homeless and Foster Youth

Strategy/Activity

All Students:

- Recruit, hire and train high quality teachers to engage high-risk students and support their achievement
- Develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals

- Utilize Naviance Program to support the successful postsecondary planning of students who are high risk and/or disadvantaged
- Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high-risk student groups
- Develop and implement schoolwide Instructional Plan based upon the needs of the current student populations including Exceptional Learners
- Provide instructional tutoring sessions in Math and ELA that scaffold student skills to achieve performance targets of the courses and assessments
- Provide instructional tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios
- Refine the implementation of the Student Intervention Program, which is aligned to the Multi-Tiered System of Support (MTSS), that quickly matches the needs of all students

English Learners:

- Integration of Achieve3000 and BrainPOP ESL programs into tutoring sessions to develop reading, language, writing, and speaking skills
- Utilize WRITE and AVID instructional strategies in core curriculum and tutoring sessions
- Designated ELD sessions that incorporate online tools that support English Learners and struggling readers with the purpose of increasing Lexile scores and English language proficiency
- Provide literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan

Low Income Students:

- Provide Chromebooks and/or internet hotspots to students in need of home technology to ensure students can participate in distance learning tutoring sessions and/or access instructor virtual hours

Homeless and Foster Youth:

- Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

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)

1.3		Object Series	Resource Description
77,216		1000-1999	CTEIG
1,301,787		1000-1999	LCFF
135,550		1000-1999	SpEd
36,088		1000-1999	Title I
3,364		1000-1999	Title II
1,712		1000-1999	Title IV
30,090		2000-2999	SpEd
30,010		3000-3999	CTEIG
456,477		3000-3999	LCFF
59,789		3000-3999	SpEd
8,299		3000-3999	Title I
1,247		3000-3999	Title II
775		3000-3999	Title IV
3,000		4000-4999	LCFF

Goal 2

Provide a broad and rigorous course of study focused on 21st century learning skills that align to California Content Standards that is accessible to All Students.

State Priorities:

- **Priority 1:** Basic (Conditions of Learning) – Student access to standards-aligned instructional materials
- **Priority 2:** State Standards (Conditions of Learning) – Implementation of academic content and performance standards adopted by the state board for all pupils, including English Learners
- **Priority 4:** Pupil Achievement (Pupil Outcomes)
- **Priority 7:** Course Access (Conditions of Learning) – Pupil enrollment in a board course of study that includes all subject areas

Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.

Identified Need

Primary Need: Students need equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways.

Relevant Data Collected:

- According to the 2019 California School Dashboard, All Students scored 27.2 points below standard for ELA and 133.2 points below standard for Mathematics. School Groups have determined that there is a need to improve student achievement in ELA and Mathematics. There is agreement that all students need access to a rigorous and standards-based curriculum that prepares them for the Summative SBAs.
- According to the 2019 California School Dashboard, 60.7% of English Learners are making progress towards English language proficiency. Stakeholders believe that the School can support English Learners by creating curriculum that utilizes Universal Design Learning (UDL) to eliminate barriers to learning through the provision of multiple means of engagement, representation, and action and expression. There is agreement that Designated ELD courses and curriculum resources and enhancements such as Achieve 3000 and BrainPOP ESL will support language development.
- According to the 2019 California School Dashboard, 11.7% of Mirus graduates met the prepared criteria for College/Career. Stakeholders believe that this academic performance indicator will continue to be a challenge for the School because the average length of student enrollment is 18 months. In addition, many students enroll in Mirus during their junior and senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focused and that there are opportunities to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses. School counselors will also provide counseling sessions focused on creating a College/Career plan for all students, along with monitoring and management.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of core courses will be CCSS aligned	100%	100%
100% of Science courses will be NGSS aligned	100%	100%
100% of ELA courses will be ELD aligned	100%	100%
100% of Social Science courses will be ELD aligned	100%	100%
100% of core courses will be UC A-G approved	100%	100%
Maintain a Work Experience Education Program	Met State compliance requirements	Met State compliance requirements
Maintain the number of Accelerated, Honors, and AP courses assigned to students	132 courses assigned	132 courses assigned

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain High-Quality and relevant established CTE Pathways	7 CTE Pathways	7 CTE Pathways

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)

Pathways and College/Career Readiness for All Students

Strategy/Activity

All Students:

- Establish a College Dual Enrollment Program that provides high school students to take college courses for college credit while completing high school coursework
- Expand course offerings for 4-Year College & University, Career Readiness, and Military Pathways Programs
- Implement CTE Certification Programs aligned to key sectors and student PPEP results
- Provide comprehensive work-based learning opportunities for students, including service learning, internships, job shadowing, and Work Experience Education Program
- Continue to offer CTE courses aligned to CTE Model Framework
- Promote 21st century learning and digital literacy with Pathways Portfolio graduation requirement

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)

2.1		Object Series	Resource Description
8,008		1000-1999	CTEIG
35,297		1000-1999	LCFF
489		1000-1999	Title II
3,164		3000-3999	CTEIG
14,849		3000-3999	LCFF
168		3000-3999	Title II

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 2

Students to be Served by this Strategy/Activity

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

Standards Aligned Course of Study and Curriculum for All Students, English Learners, and Low-Income Students

Strategy/Activity

All Students:

- Review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS)
- Review, update, and monitor course of study alignment with UC A-G and NCAA requirements
- Provide access to advanced courses and learning opportunities, including Accelerated, Honors and AP
- Develop and refine curriculum and resources that is multicultural and diverse

English Learners:

- Develop curriculum with the Universal Design Learning (UDL) framework to ensure equity and access for unique pupils
- Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge
- Designated English Language Development (ELD) courses and instruction to increase English Learners language proficiency
- Instructional staff developing and implementing research based formative ELD assessments in one-on-one and/or small group tutoring to measure language skills
- Provide curriculum enhancement for English Learners: Achieve3000 and BrainPOP ESL

Low Income Students:

- Provide supplemental curriculum for lowest achieving students through Edgenuity MyPath Individual Learning Plans (ILPs) to support student skill development and close the achievement gap
- Curriculum and Profession Development Coordinator, Technology Integration Learning Lead, and Math Specialist to ensure accessibility, equity, and achievement for high risk student groups and historically underserved students
- Increase student access to online curriculum and resources by providing students in need of home technology with Chromebooks and internet hotspots
- Offer online prescriptive testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation

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)

2.2		Object Series	Resource Description
25,456		4000-4999	LCFF
77,096		4000-4999	CARES/LLMF

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

Goal 3

Provide a targeted and data informed professional learning system to increase teacher effectiveness and high-quality instruction.

State Priorities:

- **Priority 1:** Basic (Conditions of Learning)
- **Priority 2:** State Standards (Conditions of Learning) - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners
- **Priority 8:** Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

- **Strategic Initiative 1:** Increase student outcomes for all student groups through the refinement and implementation of the Altus Instructional Plan focused on growth of the State Dashboard Indicators.
- **Strategic Initiative 2:** Preserve and develop the Altus Culture in a virtual environment.
- **Strategic Initiative 8:** Develop a cohesive integrated systematic approach to improve student outcomes through the collaboration of Instruction, Curriculum, and Assessment.
- **Strategic Initiative 9:** Provide consistent training to all workforce segments through the deployment of effective professional development.
- **Strategic Initiative 17:** Design and implement a program so that students can earn up to two years of college credit through a partnership with Alliant University while establishing options with the community college districts.

Identified Need

Primary Need: Teachers need high quality professional development and training to facilitate and support the academic achievement of all students.

Relevant Data Collected:

- As the School transitioned to distance learning in March 2020, staff was surveyed to determine the potential areas of need for professional learning. Based upon these results, school leaders modified the Professional Learning system, Altus University, to be a fully online platform. Altus University is now called, AU in the Cloud, and is available to all segments of the workforce. Professional Learning through AU in the Cloud is aligned to the California Quality

Professional Learning Standards (QPLS). AU in the Cloud sessions incorporate school-wide initiatives to improve student learning in math and English language development. Each AU in the Cloud session have an evaluation for participants to provide feedback on the participation, satisfaction, usefulness, learning, and additional areas for follow up. Feedback is provided to the School's curriculum departments to use as part of their ongoing Professional Learning Communities (PLCs) and plan for additional AU in the Cloud sessions.

- School groups, particularly instructional staff, require professional development that provides the time and space to explore curriculum content necessary to provide quality instruction to students. Additionally, school instructional leaders and staff want presenters who can build capacity of the participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards. It is important that presenters are comprised of general and special education teachers, and teachers with expertise in English language development. Training on how to implement effective formative and summative assessment strategies to inform virtual instruction to a diverse student population is a key requirement.
- Due to the COVID-19 emergency, distance learning will continue to be the primary instructional method for the 2020-2021 school year. School groups determined that the School needs to continue to provide Leading Edge Certification (LEC), a national certification for educational technology. Through this certification process, teachers learn how to be effective online and blended learning teachers, skills necessary for distance learning environments. For new teachers, the School continues the certification process through the LEC FLEX program.
- School groups require that professional development sessions provide participants with methods that are data-driven and designed to support specific learner needs, including gender, race, special needs, foster youth, and socio-economic indicators. To meet this need, presenters share instructional strategies that increase student academic engagement as well as a variety of methods in which students interact with the content of curriculum. There is a focus on sharing virtual technology tools which can provide instructional modeling and tutorials specific to the academic topic and/or standards in a manner that is engaging and tangible for online learning.
- Mirus is committed to increasing achievement for English Learners, which make up approximately 10% of total enrollment. To meet this goal, the School's English Learners Achievement Department (ELAD) will continue to provide training to instructional staff focused on both effective Integrated and Designated ELD. Instructional leaders and staff require ongoing training and coaching focused on utilizing language assessment data and literacy programs such as Achieve3000 to support student acquisition of content and support the development of reading, writing, listening, and speaking skills.
- The mental health and social and emotional well-being of students, their families, and staff is a top school priority. School staff understand that the pandemic has created traumatic experiences for many, to various degrees. To meet this need, Trauma Informed Practices for School (TIPS) strategies will be embedded into subject specific professional development trainings. To further train and equip staff, Mirus teachers have completed the Youth Mental Health First Aid training (YMHFA) certification program and are provided an annual refresher course. YMFHA is designed to educate adults who work with youth on how to identify risk factors and early signs of mental health challenges common amongst adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Mirus instructional staff use the YMHFA framework to support youth developing signs and symptoms of mental health challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
90% of teachers will participate in at least 60 hours of professional development from July 2020 to June 2021	100% of teachers	95% of teachers
90% of teachers will participate in at least 10 hours of math professional development from July 2020 to June 2021	33% of teachers	90% of teachers
90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	97% of staff	90% of staff
95% of students surveyed will report high levels of satisfaction with their assigned teacher	100%	95% of students
95% of parents surveyed will report high levels of satisfaction with their child's teacher	96.8%	95% of parents

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)

Professional development trainings focused on improving academic engagement and achievement for All Students, English Learners, Low Income Students, and Foster Youth

Strategy/Activity

All Students:

- Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards
- AU professional development trainings for staff focused on Career Technical Education (CTE)
- AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology
- AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification

- AU professional development trainings focused on staff leadership development, including Executive Studies and Fellows Projects
- AU professional development trainings focused on supporting new teachers
- AU professional development trainings focused on supporting teachers who do not meet annual performance targets
- AU professional development trainings focused on how to support physical, mental, and social-emotional needs of students, including Youth Mental Health First Aid Training (YMHFA) and Suicide Prevention and Intervention
- Continue to provide staff professional development to implement academic engagement strategies (Chronic Absenteeism and Graduation Rate) and build capacity for systems supporting successful student outcomes

English Learners:

- ELPAC training and coaching on research-based strategies and tools to support student achievement on language proficiency assessment
- ELD professional learning for instructional staff, led by the English Learner Achievement Department (ELAD), focused on research-based instructional strategies that support and improve English Learners academic achievement, customizing curriculum, and reclassification of ELs
- Math specialist to provide one-on-one teacher support and professional development focused on supporting English Learners with effective curriculum and instructional strategies
- Achieve3000 trainings for instructional staff focused on best practices
- Specialized literacy trainings for instructional staff, including Writing Redesigned for Innovative Teaching Equity (WRITE)

Low Income Students:

- AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussions with students
- Embedding social/emotional learning activities in all AU professional development offerings
- Specialized college/career readiness training for staff, including Advancement Via Individual Determination (AVID)
- Trainings for school counselors focused on preparing low income students and first-generation students to enter college

Foster Youth

- AU professional development trainings for staff focused on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma Informed Practices for Schools (TIPS)

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)

3.1		Object Series	Resource Description
2,845		1000-1999	CTEIG
15,113		1000-1999	LCFF
978		1000-1999	Title II
985		3000-3999	CTEIG
5,937		3000-3999	LCFF
336		3000-3999	Title II
6,000		4000-4999	LCFF
3,950		5000-5999	Title III

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

Goal 4

Provide a safe environment and supportive school culture for students to learn and teachers to teach.

State Priorities:

- **Priority 1:** Basic (Conditions of Learning) – Facilities in good repair
- **Priority 3:** Parental Involvement (Engagement) – Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups
- **Priority 6:** School Climate (Engagement) – Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Local Priorities:

- **Strategic Initiative 2:** Preserve and develop the Altus culture in a virtual environment
- **Strategic Initiative 12:** Continue to implement futuristic and safe instructional setting to increase student, parent, and employee engagement
- **Strategic Initiative 19:** Develop a safe re-opening plan for all Resource Centers and offices to protect students and staff from COVID-19 while on-site

Identified Need

Primary Need: Parents, students, and staff want a learning environment that is safe, distraction free, and professional.

Relevant Data Collected:

- School Groups agree that the School must be prepared to offer in-person instructional offerings to students when it is safe. Stakeholders require that the School coordinate with state and county health officials to formulate a re-opening plan which establish clear plans and protocols for students and staff to follow which are consistent with the guidance advocated by the California

Department of Education (CDE) and San Diego County Office of Education (SDCOE). This will require that the School's Executive Safety Committee meet regularly to discuss re-opening plans and protocols including, inventory of Personal Protective Equipment (PPE), temperature screening systems, signage focused on hygiene best practices, and deployment of hand sanitizer and cleaning/disinfectant materials. Ongoing health and safety trainings will be needed for all school employees to ensure that approved re-opening plans and protocols are being implemented at all school sites.

- During distance learning, the School has received favorable feedback from parents regarding meeting their household needs. According to a May 2020 distance learning survey, 97% of Mirus parents report satisfaction with the services and supports they have received during COVID-19. Additionally, 98% of Mirus parents report that their child's teacher sets high expectation for their student and provides the support they need to achieve. The high levels of satisfaction that parents reported in the May 2020 distance learning survey is consistent with the feedback collected at other settings and formats, including the Family Learning Series, ELAC, and School Site Council. While parents are satisfied with the distance learning program their child has received, they want the School to remain focused on ensuring safety in both a virtual and in-person environment, continue to provide students with access to the full curriculum, and maintain the strong school-to-home partnership (i.e., daily phone calls, frequent progress reports, and student/parent access to teacher virtual hours).
- When students and staff can return to the Resource Center, School Groups want the School to maintain a safe and supportive learning environment. According to the 2019 California School Dashboard, Mirus had a Suspension Rate of 0%. Stakeholders believe that the extremely low suspension rate is due to Mirus' instructional model which provides each student with a customized Pathways Personalized Education Plan (PPEP). Additionally, School Groups agree that students need ongoing access to school counselors, nurses, school social worker, and instructional leaders to meet their individual academic, physical, mental, and social-emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a suspension rate at 1.5% or less for All Students	0%	1.5% or less for All Students
Maintain an expulsion rate at 1% or less for All Students	0%	1% or less for All Students
90% of students surveyed annually will report high levels of school safety satisfaction	94.8% of students	90% of students
90% of parents surveyed annually will report high levels of school safety satisfaction	100% of parents	90% of parents
Maintain a compliant School Safety Plan	School Safety Plans meets compliance requirements	School Safety Plans meets compliance requirements

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)

Safe schools and resource centers for All Students

Strategy/Activity

All Students:

- Update and monitor effectiveness of the School Safety Plan
- Executive School Safety Committee to implement the School Safety Plan
- Training and resources provided to ensure staff are informed, prepared, and compliant
- A designated Safety Ambassador at each Resource Center
- Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- Provide nursing services to support student overall health and social emotional well-being
- Provide students and parents with opportunities for input into safety planning

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)

4.1		Object Series	Resource Description
3,030		1000-1999	CTEIG
30,400		1000-1999	LCFF
2,851		2000-2999	LCFF
1,154		3000-3999	CTEIG
14,983		3000-3999	LCFF
18,954		4000-4999	CARES/LLMF
11,950		5000-5999	CARES/LLMF

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 2

Students to be Served by this Strategy/Activity

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

Social, Emotional, and Behavioral Support Systems for All Students, Low Income Students, and Foster Youth

Strategy/Activity

All Students:

- Provide School Social Work Services and/or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals
- Provide small group learning environment in the Resource Center and/or in distance learning that promotes positive communication, behavior, and accountability
- Utilize Blackboard notification system as a safety communication method
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social and emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency

Foster Youth

- Provide Resilience in Student Education (RISE), a series of live interactive broadcasts focused on the Social and Emotional Core Competencies

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)

4.2		Object Series	Resource Description
11,740		1000-1999	LCFF
4,567		3000-3999	LCFF
751		5000-5999	LCFF

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

Goal 5

Provide innovative, engaging and community-based Resource Centers to serve students and parents.

State Priorities:

- **Priority 1:** Basic (Conditions of Learning)
- **Priority 3:** Parental Involvement (Engagement) - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups
- **Priority 5:** Pupil Engagement (Engagement) – School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates

- **Priority 6:** School Climate (Engagement) - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Local Priorities:

- **Strategic Initiative 4:** Implement innovative technology systems to increase effectiveness, efficiencies, and results
- **Strategic Initiative 12:** Continue to implement futuristic and safe instructional setting to increase student, parent, and employee engagement.

Identified Need

Primary Need: Meaningful stakeholder engagement and community connectedness are essential elements to transforming students, families, and communities.

Relevant Data Collected:

- School Groups continue to want formal partnerships with community-based organizations that can assist students with their individual needs
- Stakeholders appreciate and value informational presentations such as Open House, Senior Exit Orientation, and the Family Learning Series that provide academic and community resources
- There is agreement that providing qualifying students with bus passes support student engagement in school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain formal partnerships with community-based organizations	12 partnerships	12 partnerships
Receive school facility repair status of “Good” or “Exemplary”	Exemplary	Exemplary
Promote monthly formal opportunities for parent engagement	12 formal partnerships	12 formal partnerships
90% of parents will report that Resource Centers engage students in innovative learning opportunities	99% of parents	90% of parents

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)

Engagement opportunities for All Students, English Learners, and Low-Income Students

Strategy/Activity

All Students:

- Provide opportunities for students, parents, and community members to receive school information/resources and give input into the instructional program at Open House Events, Senior Night Events, and communication systems
- Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- Design innovative Resource Centers, enhanced with educational technology, that engage students in 21st century learning environments that inspire engagement and achievement
- Design facilities to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work
- Enhance website features and content to provide accurate and timely information to parents and community members
- Utilize web-based school programs to increase parental engagement, including School Pathways Student/Parent Portal and Naviance
- Enhance the School’s online landing page, www.altusgo.com, that provides students and families with all necessary access points to curriculum and instructional supports
- Update the School’s online Tech Tool Library that provides students with access to subject specific resources and digital tools for creativity, critical thinking, collaboration and communication

English Learners:

- Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the instructional program
- Provide translated materials and resources for parents and care givers of ELs
- Designated translators and/or bilingual staff at high EL enrollment Resource Centers

Low Income Students:

- Increase student access to Resource Centers by providing bus passes to qualifying students
- Provide parent training thru the Family Learning Series to educate families and seek feedback regarding potential barriers to learning
- Notifying students and families of food resources, health and wellness, and access to additional supports
- Ongoing updates to the School’s COVID-19 resources page

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)

5.1		Object Series	Resource Description
419,436		5000-5999	LCFF

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

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

\$80,210

Total Federal Funds Provided to the School from the LEA for CSI

\$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$2,958,467

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 (\$)
CARES & LLMF	\$108,000
IDEA	\$31,375

Subtotal of additional federal funds included for this school: \$ 139,375

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 (\$)
Career Technical Education & Incentive Grant	\$134,129

State or Local Programs	Allocation (\$)
Special Education	\$194,055

Subtotal of state or local funds included for this school: \$328,184

Total of federal, state, and/or local funds for this school: \$467,559

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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C),

proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall, 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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