

Leland High School	School Plan for Student Achievement (SPSA)		Harveen Bal
School Year: 2024-25			
<i>San José Unified School District</i>			
<i>Leland High School</i>			
School Year: 2024-25			
Title 1 Status	Not a Title I School		
State Dashboard Status	No Status		
The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP). The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts 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.	About this School:		
	Grades Served:	9th-12th	
	Total Students:		
	Ethnic Breakdown:	White Hispanic Black Other	
	Free lunch		
	Reduced lunch		
	Total FRPL		
	EL		
	EO		
	Contact:	Harveen Bal	
Position:	Principal		
CDS Code	43-69666-4333522		Special Education
Telephone:	408-535-6290		
Email:	hbal@sjusd.org		
Address:	6677 Camden Ave., San Jose, CA 95120		
Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.			
The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffees. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.			
School Plan: Description of 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 SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.			
School Goals			
LANGUAGE ARTS:			
This year's overall ELA SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score. 75% of students in grades 9-12 will score advanced or proficient on the Spring WPA.			
MATHEMATICS:			
This year's overall Mathematics SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score. At least 75% of students who took the Fall NWEA will have a 5-point or higher RIT growth in their Spring NWEA.			
ENGLISH LANGUAGE LEARNERS:			
63% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.			
SCHOOL CLIMATE:			
This year's suspension rate will decrease by 1 percentage point compared to the previous school year.			
GRADUATION:			
The overall graduation rate and the graduation rates for SWD, EL, and homeless students will maintain 90% or higher. The A-G graduation rate will increase by 1%.			

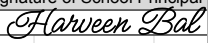
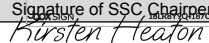
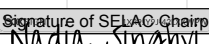
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Site Based Resource Inequities		
San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.		
The Supplemental funds will be used to provide intervention services for English Learners to help them improve their English proficiency as measured on the ELPAC. In addition, the intervention provider will run the Edgenuity credit recovery program to ensure that students are on track to graduate high school.		
Identified Need		
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.		
In 2022-23 school year, Leland did not meet the reclassification goal for English Learners. 40.74% of English Learners scored Level 4 on Summative ELPAC in 2022-2023 school year. Maintain/improve graduation rate for English Learner (increased by 5.2%), SPED (increased by 35.2%), Hispanic (increased by 4.1%), and Socioeconomically Disadvantaged (increased by 3.7%) as per 2022-23 CA Dashboard. Suspension rate - did not meet last year's goal. English Learner Progress - continue to offer professional development to improve integrated ELD instruction. Monitor discipline data and offer intervention to decrease suspension rate. Continue to monitor student learning by running D/F grades reports and offering Edgenuity credit recovery and ESY.		
Prop 28 School Site Plan		
On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24.		
"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.		
LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.		
Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.		
Funds	Leland High School will use the allocated \$38312.84 for arts and music supplies, equipment, maintenance	
FTE	The 1.4 fte will be used to offer Visual and Performing Arts Programs - Multimedia, Advanced Multimedia,	
Systems of Support		
The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.		
Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.		
ATSI or CSI Plan		
If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.		
Not applicable for this school.		
Describe the consultation with educational partners and the impact the feedback had on the plan.		
Not applicable for this school.		
Identify the specific actions on the strategies page that will be utilized to improve outcomes for the subgroups or areas listed above.		
Not applicable for this school.		

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School Year: 2024-25					
Directions					
Goal: The goal should be based on 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.					
Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous school year . Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's articulated goal. 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.					
A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS					
LANGUAGE ARTS: Strategic Plan Alignment & Content Goals					
SMART Goal	This year's overall ELA SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score. 75% of students in grades 9-12 will score advanced or proficient on the Spring WPA.				
	Met Previous Years Goal				
	Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. <i>Based on interim assessments and updated in the fall when the state dashboard is released. (WPA, Grades, etc.)</i>					
The 2023 dashboard increased by 12.3 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.					
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.					
We will continue facilitating course-alike collaborations, use of WPA data to inform instruction, and monitoring student learning by running weekly D/F grades reports. We will continue the site instructional focus on formative assessment and guided practice. Next school year, we will increase instructional walkthroughs to provide feedback and incorporate peer observations.					
Action Steps for the Current School Year			Owner	Timeline	
#1	WPA Data Protocol and targeted writing instruction			Principal/API /Coach	Fall-Spring
#2	Data analysis - D/F reports, progress report grades, Semester grades			Principal/API /Coach	Fall-Spring
MATHEMATICS: Strategic Plan Alignment & Content Goals					
SMART Goal	This year's overall Mathematics SBAC scores for students in grade 11 who meet or exceed state expectations will increase by 5% or higher than the previous year's score. At least 75% of students who took the Fall NWEA will have a 5-point or higher RIT growth in their Spring NWEA.				
	Did not meet previous year's goal				
	Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.					
The 2023 dashboard increased by 17 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.					
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.					
We will continue analysis of assessment data to inform instruction and facilitate course-alike collaboration. This year, we will focus more on instructional walkthroughs and provide feedback to teachers with a focus on formative assessment.					
Action Steps for the Current School Year			Owner	Timeline	
#1	Teachers will participate in NWEA Data Protocol and design targeted instruction for focus students.			Principal/API/Coac	Fall-Spring
#2	Administrators will analyze data: weekly D/F grades report, progress report grades, and semester grades			Principal/API/Coac	Fall-Spring
ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals					
SMART Goal	63% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.				
	Did not meet previous year's goal				
	Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.					
The 2023 dashboard increased by 16.7% from the 2022 dashboard, with 53.3% making progress. Currently on track to implement 2023-24 SPSA as intended.					
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.					
We will continue to provide additional targeted instruction for English Learners, coaching for ELD/all teachers, and continue to monitor student learning using data reports (D/F grades).					
Action Steps for the Current School Year			Owner	Timeline	
#1	Administrators and Instructional Coach will provide PD on integrated ELD instruction and best practices.			Principal, API	Fall 2024
#2	Administrators will observe ELA instruction once a month and provide feedback.			API, Coach	Fall-Spring
A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL					
CLIMATE: Strategic Plan Alignment & Content Goals					
SMART Goal	This year's suspension rate will decrease by 1 percentage point compared to the previous school year.				
	Did not meet previous year's goal				
	Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.					
The 2023 dashboard suspension rate remained the same as the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.					
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.					
We will continue to educate students on school rules and promote school culture through Tutorial presentations and student assemblies. We will run periodic reports on suspensions and analyze the data. We will work collaboratively with teachers, counselors, and administrators to implement our PBIS Matrix. We will continue to incorporate student voices through monthly meetings with site administrators and leadership.					
Action Steps for the Current School Year			Owner	Timeline	
#1	Administrators will run monthly discipline data reports.			Principal, APD	Monthly
#2	Administrators will collaborate with Department Chairs to improve targeted student behaviors and implement PBIS Matrix.			Curriculum Council	Monthly
GRADUATION: Strategic Plan Alignment & Content Goals					
SMART Goal	The overall graduation rate and the graduation rates for SWD, EL, and homeless students will maintain 90% or higher. The A-G graduation rate will increase by 1%.				
	Did not meet previous year's goal				
	Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.				
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.					
The 2023 dashboard increased by 2.2% from the 2022 dashboard, with 98.5% graduated. Currently on track to implement 2023-24 SPSA as intended.					
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.					
We will continue to offer Edgenuity credit recovery and ESY programs for students with a D/F grade. The intervention support for credit recovery was successful last year, and we will continue to provide this service to students who are not on track to graduate high school.					
Action Steps for the Current School Year			Owner	Timeline	
#1	Administrators and counselors will audit transcripts at least four times a year.			Principal/API	Quarterly
#2	Use semester grades reports to offer credit recovery programs to students with D/F grades.			Principal/API	End of Semester

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LANGUAGE ARTS DATA										
This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.										
2023-24 Language Arts: SBAC										
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded		
Grade 11										
Hispanic										
English Learners										
Special Education										
Socio economically Disadvantaged										
Foster										
Homeless										
MATHEMATICS DATA										
This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.										
2023-24 Mathematics: SBAC										
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded		
Grade 11										
Hispanic										
English Learners										
Special Education										
Socioeconomic ally Disadvantaged										
Foster										
Homeless										
Winter 2023-24 Math Performance-NWEA										
Math Course			9			10		11	12	
2023-24 % Students Predicted to Score 3 or 4 on SBAC										
ENGLISH LEARNER DATA										
This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018.										
2023-24 English Learner Enrollment										
Grade Level	9			10			11		12	
Number (#) of EL students										
2023-24 ELPAC Performance Levels by Grade										
Proficiency Level	9			10			11		12	
Level 1										
Level 2										
Level 3										
Level 4										
Reclassification Rates										
Grade Level			9			10			11	12
% Students										
CELDT/ELPAC: 3 Year No Performance Level Growth										
Grade Level	9			10			11		12	
Number of Students										
% Students										
College and Career Readiness Data										
This data provides the most recent information about the school's student performance as calculated on the California School Dashboard.										
College and Career Indicator Measures and Results										
CCI Levels										
Percent Prepared										
Percent Approaching Prepared										
Percent Not Prepared										
All										
Hispanic										
English Learners										
Special Education										
Socio economically Disadvantaged										
Foster										
Homeless										
The table below displays the percent of students assigned to prepared levels for each CCI measure by student group										
CTE Pathway Completion	SBAC Assessment	College Credit Course	Advanced Placement	International Baccalaureate	A-G Completion	State Seal of Biliteracy	Leadership / Military Science			
All										
Hispanic										
English Learners										
Special Education										
Socio economically Disadvantaged										
Foster										
Homeless										
AP (3 or better) / IB (HL, 4 or better) Participation and Performance										
Students	Participation Target SY 2023-24	Performance Target SY 2023-24	Participation SY 2023-24	Performance SY 2023-24	Performance SY 2023-24	Performance SY 2023-24	Performance SY 2023-24			
All										
White										
Hispanic										
Black										
* Participation is calculated using all enrolled API/IB students against all students enrolled schoolwide. Performance is calculated using all students with a passing result against all API/IB enrolled students.										
2023-24 SAT Day (11th Grade)										
EBRW 480 or above			Math 530 or above			EBRW 480 or above & Math 530 or above				
Students	Participation	Performance	Performance			Performance				
All										
White										
Hispanic										
Black										
4-Year Adjusted Cohort Graduation Rate										
2023-24		2022-23		2021-22		2020-21				
Graduation Rate	UC/CSU Grad Rate	Graduation Rate	UC/CSU Grad Rate	Graduation Rate	UC/CSU Grad Rate	Graduation Rate	UC/CSU Grad Rate			
All										
Hispanic										
English Learners										
Special Education										
Socio economically Disadvantaged										
Foster										
Homeless										

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School Year: 2024-25	*					
CLIMATE GOAL						
This data provides the most recent information about climate, discipline, and attendance.						
2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)						
			9	10	11	12
			The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.			
2023-24 Parent Involvement : Agree						
			The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.			
* Parents take this survey for the youngest SJUSD student in the family						
2023-24 SUSPENSIONS AND EXPULSIONS						
Grade Level	9		10		11	12
Suspension - Overall #						
Suspension - Hispanic Students As # Overall						
Expulsion - Overall #						
Expulsion - Hispanic Students As # Overall						
2023-24 Chronic Absenteeism						
Student Group	9		10		11	12
School Total						
Hispanic						
English Learners						
Special Education						
Socioeconomically Disadvantaged						
Foster						
Homeless						

Leland High School						Harveen Bai	
School Year: 2024-25							
Actions to Support & Achieve Goals							
The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.							
Strategy #	Activity	Description	Goal	Additional Goal (if more than One)	Fiscal Source	Object	Amount
1	Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.	Lab materials for science classrooms.	All		Site Flex	Books and Supplies	\$ 22,095.49
		School supplies - paper, pens pencils etc.			Site Flex	Other	\$ 20,000.00
		Repair of equipment (technology) and CIP.			Site Flex	Other	\$ 1,000.00
2	Professional Development		All				
3	Purchase books and other instructional materials	Novels or additional approved textbooks for courses.	All		Site Flex	Books and Supplies	\$ 2,000.00
		Instructional materials such as whiteboards, markers, calculators etc.			Site Flex	Other	\$ 1,000.00
4	Provide release days or time outside of the work calendar/schedule for staff to participate in collaboration and professional learning.		All		Site Flex	Certificated Subs	
5	Provide extended day intervention and support for students	Teacher will oversee Edgenuity credit recovery program. Teacher will collaborate with SPED and Gen Ed teachers to support ELLs.	English Language Development	Graduation	Supplemental	Certificated Subs	\$ 25,062.09
6	Additional learning experiences		All		Site Flex		
7	Parent and community engagement		School Climate		Site Flex		
8	Positive Climate		School Climate		Site Flex		
9	Prop 28 Arts and Music in Schools	Art and music materials, equipments, and supplies	Graduation		Arts and Music	Equipment	\$ 30,000.00
		Repair, maintenance, and servicing arts and music equipment.	Graduation		Arts and Music	Other	\$ 8,312.84
			All		Arts and Music	Other	
10							

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SCHOOL SITE COUNCIL (SSC) MEMBERS																			
EdCode 65000 The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A high school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.																			
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SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)																			
A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.																			
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If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.																			
<table border="1"> <tr> <th colspan="2">School English Learner Advisory Committee (SELAC) Officers</th> </tr> <tr> <td>Nadia Singhvi - President</td> <td></td> </tr> <tr> <td>Younmi Park - Vice-President</td> <td></td> </tr> <tr> <td>Jimena Mendoza - Secretary</td> <td></td> </tr> </table>				School English Learner Advisory Committee (SELAC) Officers		Nadia Singhvi - President		Younmi Park - Vice-President		Jimena Mendoza - Secretary									
School English Learner Advisory Committee (SELAC) Officers																			
Nadia Singhvi - President																			
Younmi Park - Vice-President																			
Jimena Mendoza - Secretary																			
The SELAC has voted to give governance to the SSC on this date:		NA																	
The name of the parent SELAC representative to the SSC is:																			
School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following: - The School Site Council is correctly constituted and was formed in accordance with board policy and state law. - The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval. - The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)																			
☒ English Learner Advisory Committee																			
☐ Other (list)																			
• The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan. • This plan 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 plan was adopted by the School Site Council at a public meeting on:																			
School Principal Name	Signature of School Principal	Date																	
Harveen Bal		4/25/24																	
SSC Chairperson Name	Signature of SSC Chairperson	Date																	
Kristen Heaton		4/29/24																	
SELAC Chairperson Name	Signature of SELAC Chairperson	Date																	
Nadia Singhvi		4/29/24																	

Leland High School	School Plan for Student Achievement (SPSA)	Harveen Bai
School Year: 2024-25		
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 Statewide 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.		
Purpose and Description		
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.		
Purpose		
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)		
Description		
Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.		
Stakeholder Involvement		
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.		
The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. (This section meets the requirements for TSI and ATSI.)		
[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]		
Resource Inequities		
Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA. (This section meets the requirements for CSI and ATSI.)		
Goals, Strategies, Expenditures, & Annual Review		
In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.		
Goal		
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?		
It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.		
[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.		
• 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.		
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:		
o 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.]		

