

Approved by School Site Council on October 22, 2020

**SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2020-2021**

Freedom High School

07-61721-0730457
CDS Code

Date of revision: October 16, 2020

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Liberty Union High School District

The District Governing Board approved this revision of the SPSA on _____



Sarah Dominguez, Chairperson



Kelly Manke, Principal

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Mission Statement

Freedom High School will provide a range of educational experiences for all students to acquire the key knowledge and skills to become critical and innovative thinkers who are college and career ready.

Vision

- Be a Professional Learning Community which fosters innovation and enables students and staff to reach their maximum potential.
- Prepare all students for success after high school by offering challenging coursework with targeted student support.
- Provide a safe and nurturing environment designed around student needs which promotes respect for all.
- Provide multiple avenues for the community to participate in the education of our students.

Schoolwide Learner Outcomes

Freedom High School students will:

- Demonstrate curricular knowledge and skills.
- Demonstrate creative, critical and complex thinking.
- Demonstrate effective communication.
- Demonstrate the Falcon Five traits: be accountable, be prepared, be positive, be respectful, and be a Falcon.

School Goals

GOAL 1: Strengthen student achievement, especially in our significant subgroups, by implementing practices to increase the percentage of students earning A, B, and C grades, with a focus on high academic standards and rigor.

GOAL 2: Maximize student learning by increasing student engagement in our significant subgroups as reflected by lowering retakes and increasing enrollment in advanced courses, as well as participation in extracurricular activities.

GOAL 3: Increase the number of students who are college/career prepared.

School Enrollment

% of Enrollment by Demographics

Year	Total Enrollment	% Hispanic/Latino	% Amer. Indian or Alaskan Native	% Asian	% Pacific Islander	% Filipino	% African American	% White	% 2 or More	% Not Reported
2012-13	2,511	40.6%	0.5%	1.6%	0.9%	4.7%	9.5%	38.8%	3.3%	0.0%
2013-14	2,560	39.8%	0.4%	2.1%	1.1%	4.6%	10.5%	38.7%	2.8%	0.0%
2014-15	2,550	40.3%	0.5%	2.6%	0.9%	5.0%	11.0%	37.7%	1.9%	0.1%
2015-16	2,624	41.0%	0.5%	2.9%	0.8%	5.4%	10.8%	36.8%	1.6%	0.2%
2016-17	2,643	41.4%	0.5%	3.1%	0.8%	5.3%	11.5%	35.6%	1.7%	0.0%
2017-18	2,529	43.9%	0.5%	8.0%	0.8%	5.1%	11.6%	33.8%	1.4%	0.1%
2018-19	2,592	44.9%	0.5%	8.1%	0.5%	4.9%	11.4%	32.8%	1.5%	0.3%
2019-20	2,553	46.46%	0.39%	3.21%	0.51%	0%	10.77%	30.32%	3.29%	5.05%
2020-21	2,526	46.36%	0.4%	3.6%	0.67%	4.55%	10.21%	29.61%	4.59%	0.0%

% of Enrollment in Special Programs

	SED	NSLP	SPED	504	Gate	ELL	RFEP
2014-15	38.76%	33.54%	14.01%	3.65%	5.92%	7.38%	12.95%
2015-16	37.23%	33.96%	13.95%	4.12%	3.58%	6.86%	14.10%
2016-17	37.50%	34.79%	14.07%	4.58%	2.65%	8.10%	15.32%
2017-18	43.73%	40.93%	13.44%	5.65%	1.98%	5.89%	17.44%
2018-19	40.89%	37.69%	13.67%	5.63%	2.39%	6.53	20.19%
2019-20	41.6%	37.2%	13.8%	6.2%	2.5%	7.8%	19.9%
2020-21*	26.7%	17.8%	13.00%	6.9%	2.3%	7.8%	18.1%

COVID-19 Pandemic, Distance Learning Model

School Year: 2020-2021

Single Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Freedom High School	07-61721-0730457		

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was developed, reviewed, and updated by the School Site Council.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Strengthen student achievement by implementing practices to increase the percentage of students earning A, B, and C grades, with a focus on high academic standards and rigor.

Basis for this Goal

Grade report data shows a need to explore and increase the number of students receiving only A, B, and C grades on semester grade reports.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the number of African American students, Hispanic students, and SED students earning only A, B, and C grades	Semester 1 2019: African American – 49.26% Hispanic – 55.98% SED – 53.19% Semester 2 2020: African American – 51.33% Hispanic – 57.06% SED – 52.26%	Increase the number of African American students, Hispanic students, and SED students earning only A, B, and C grade by 3%

Goal 2

Maximize student learning by increasing student engagement in our significant subgroups as reflected by lowering retakes and increasing enrollment in advanced courses, as well as participation in extracurricular activities.

Basis for this Goal

Data shows that there is a need to explore and address the number of students out of class.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the number of students who are present and on time to class.	Semester 1 2019: (% with 1 or more tardies) African American – 86.4% Hispanic – 74.22% SED – 76.64% Semester 2 2020: (% with 1 or more tardies) African American – 81.75% Hispanic – 70.22% SED – 71.3% Semester 1 2019: (% with 1 or more trancies) African American – 86.03% Hispanic – 76.76% SED – 80.6% Semester 2 2020: (% with 1 or more trancies) African American – 81.75%	Increase the number of students who are present and on time by 10%.

Hispanic – 72.12%
SED – 76.99%

Goal 3

Increase the number of students who are college and or career prepared.

Basis for this Goal

Data shows that there is a need to increase the number of students meeting college/career indicators.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase the percent of students who are UC/CSU eligible.	50.6% of 2019-2020 graduates were UC/CSU eligible 40.5% graduates “prepared” based on 2019 college/career indicator on CA Dashboard	Increase the percent of students who are UC/CSU eligible by 3%.

PLANNED STRATEGIES/ACTIVITIES

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

Strategy/Activity 1 (Goal 1)

Students to be Served by this Strategy/Activity:

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

Targeted students (African American, Hispanic, Socioeconomically Disadvantaged [SED], and SPED students)

Strategy/Activity:

Use of planners for 9th, 10th, 11th & 12th grade students with training for all 9th-12th grade teachers.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$7,500
Source(s)	LCAP
Budget Reference(s)	01-0787-1110-2700-053-0-000-4300

Strategy/Activity 2 (Goal 1)

Students to be Served by this Strategy/Activity:

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

Targeted students (African American, Hispanic, and SED students)

Strategy/Activity:

Participate in instructional rounds once each quarter with a specific focus or lens, with at least one quarter with a cross-curricular focus. Subs needed and hourly pay for teachers working special projects such as MTSS, PRIDE, Equity.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$6,000 (subs), \$6,000 (STRS), \$15,000 (teacher hourly)
Source(s)	Title 1
Budget Reference(s)	01-3010-1110-1000-053-0-540-1170 01-3010-1110-1000-053-0-540-3101 01-3010-1110-1000-053-0-540-1160

Strategy/Activity 3 (Goal 1)

Students to be Served by this Strategy/Activity:

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

Targeted students (EL, Hispanic, African American, and SED students)

Strategy/Activity:

Provide Diversity and Equity trainings/workshops and supplies to staff and students. Provide substitutes for staff to attend trainings as needed.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$9,000 (subs) \$6,000 (trainings) \$3,000 (supplies)
Source(s)	Title 1
Budget Reference(s)	01-3010-1110-1000-053-0-540-1170 01-3010-1110-1000-053-0-540-5200 01-3010-1110-1000-053-0-540-4300

Strategy/Activity 4 (Goal 2)

Students to be Served by this Strategy/Activity:

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

Targeted students (African American, Hispanic, and SED students)

Strategy/Activity:

Title 1 Attendance Secretary will closely monitor and document truancies and tardies in Aeries and assist in providing/organizing attendance Interventions.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$67,024
Source(s)	Title 1
Budget Reference(s)	01-3010-1110-1000-053-0-540-2400

Strategy/Activity 5 (Goal 2)

Students to be Served by this Strategy/Activity:

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

All students

Strategy/Activity:

Teaching/learning bell to bell with a focus on student-centered learning, including:

- Learning objective, learning target, and success criteria posted daily
- Daily agenda posted in each class
- Classroom routines established (posted)
- Variety of activities and checks for understanding throughout the period
- Substitutes

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$4,000
Source(s)	LCAP
Budget Reference(s)	01-0787-1110-1000-053-0-000-4300

Strategy/Activity 6 (Goal 2)

Students to be Served by this Strategy/Activity:

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

Targeted students (African American, Hispanic, and SED students)

Strategy/Activity:

Provide Professional Developments on our Multi-Tiered System of Support (MTSS) at Freedom and implement school-wide strategies to increase student engagement. Attend conferences and workshops and provide on-site training for intervention. Provide on-site interventions for students including after school tutoring, Care Team, ODAT, and Successful Purpose.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$77,500 (Title 1) & \$16,000 (LCAP)
Source(s)	Title 1 & LCAP
Budget Reference(s)	01-3010-1110-1000-053-0-540-5890 01-0787-1110-1000-053-0-000-5890 01-0787-1110-1000-053-0-000-4300

Strategy/Activity 7 (Goal 3)

Students to be Served by this Strategy/Activity:

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

Targeted students (African American, Hispanic, and SED students)

Strategy/Activity:

Decrease the price of AP Exams, provide updated online materials to students, and purchase supplemental materials.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$18,500 (LCAP) \$10,000 (Title 1)
Source(s)	LCAP & Title 1

Budget Reference(s)	01-0787-1110-1000-053-0-000-5890 01-3010-1110-1000-053-0-540-5892
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Strategy/Activity 8 (Goal 3)

Students to be Served by this Strategy/Activity:

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

All students

Strategy/Activity:

Parent newsletter sent out for each marking period with pertinent information. In addition, we will send out the LCAP parent survey and the results will be reviewed annually for parent feedback. Parent/Student meetings will be held quarterly including African American Parent Group, English Learners Advisory Council, School Site Council, Back to School Night, 8th grade parent night, 9th-11th grade parent night, Falcon Fest, PRIDE conference, Coffee with the Principal, etc. Materials needed for parent meetings and student celebrations.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$400 (LCAP) \$2,700 (Title 1)
Source(s)	LCAP & Title 1
Budget Reference(s)	01-0787-1110-1000-053-0-000-4340 01-3010-1110-1000-053-0-540-4300

Strategy/Activity 9 (Goal 3)

Students to be Served by this Strategy/Activity:

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

Targeted students (African American, Hispanic, EL, and SED students)

Strategy/Activity:

Increase awareness of programs that define a AAA school, specifically focusing on our significant subgroups. (AAA school = A/B/C grades, attendance, A-G completion). ELAC Parent meetings, Falcon Fest, Back to School Night. Title 1 Bilingual Paraprofessional for translation.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$30,000
Source(s)	Title 1
Budget Reference(s)	01-3010-1110-3130-053-0-540-2100

Strategy/Activity 10 (Goal 3)

Students to be Served by this Strategy/Activity:

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

All students

Strategy/Activity:

Restructure the Academics to include CTE Pathways and alignment to Los Medanos College and create an Academics pamphlet for student use. Extra duty pay to complete the pamphlet as well as supplies.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$1,708
Source(s)	LCAP
Budget Reference(s)	01-0787-1110-1000-053-0-000-4300

Strategy/Activity 11 (Goal 3)

Students to be Served by this Strategy/Activity:

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

Targeted students (EL, Foster, Homeless, and SED students)

Strategy/Activity:

The school will receive training on the college/career indicator (including CAASPP, AP, concentrator/capstone courses, Dual Enrollment, A-G, EAOP). The PUSH program coordinator, school counselors, and career center coordinators will support outreach and opportunities for fieldtrips to students. Staff will have the option for on and off-site trainings.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$4,000 (PUSH) & \$4,000 (travel & conferences)
Source(s)	LCAP

Budget Reference(s)	01-0787-1110-1000-053-0-000-4300 01-0787-1110-1000-053-0-000-5200
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Strategy/Activity 12 (Goal 3)

Students to be Served by this Strategy/Activity:

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

Targeted students (SED, SPED, Foster, Homeless, and EL students)

Strategy/Activity:

Departments will create a plan to help students to be college/career prepared. Update school website to showcase A-G requirements, CTE Pathways, and college/career indicators. Materials/supplies needed to give to students and families in English and Spanish.

Proposed Expenditures for this Strategy/Activity:

Amount(s)	\$3,000
Source(s)	LCAP
Budget Reference(s)	01-0787-1110-1000-053-0-000-4300

Annual Review and Update

SPSA Year Reviewed: 2019-2020

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

Goal 1

Strengthen student achievement, especially in our significant subgroups, by implementing practices to increase the percentage of students earning A, B, and C grades, with a focus on high academic standards and rigor.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the number of African American students, Hispanic	Increase the number of African American students, Hispanic students, and SED students	Percentage of targeted students earning A, B, C grades:

Metric/Indicator	Expected Outcomes	Actual Outcomes
students, and SED students earning only A, B, and C grades	<p>earning only A, B, and C grade by 3%</p> <p>Semester 1 2018: African American – 42.9% Hispanic – 53.69% SED – 51.15%</p> <p>Semester 2 2019: African American – 46.95% Hispanic – 44.39% SED – 47.88%</p>	<p>Semester 1 2019: African American – 49.26% Hispanic – 55.98% SED – 53.19%</p> <p>Semester 2 2020: African American – 51.33% Hispanic – 57.06% SED – 52.26%</p>

Goal 2

Maximize student learning by increasing student engagement in our significant subgroups as reflected by lowering retakes and increasing enrollment in advanced courses, as well as participation in extracurricular activities.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the number of students who are present and on time to class.	<p>Increase the number of students who are present and on time by 10%.</p> <p>Semester 1 2018: (% with 1 or more tardies) African American – 92.57% Hispanic – 79.36% SED – 81.63%</p> <p>Semester 2 2019: (% with 1 or more tardies) African American – 91.04% Hispanic – 77.9% SED – 75.12%</p> <p>Semester 1 2018: (% with 1 or more truanancies) African American – 80.41% Hispanic – 73.2% SED – 73.46%</p>	<p>Semester 1 2019: (% with 1 or more tardies) African American – 86.4% Hispanic – 74.22% SED – 76.64%</p> <p>Semester 2 2020: (% with 1 or more tardies) African American – 81.75% Hispanic – 70.22% SED – 71.3%</p> <p>Semester 1 2019: (% with 1 or more truanancies) African American – 86.03% Hispanic – 76.76% SED – 80.6%</p>

	Semester 2 2019: (% with 1 or more truanicies) African American – 85.3% Hispanic – 78.6% SED – 73.42%	Semester 2 2020: (% with 1 or more truanicies) African American – 81.75% Hispanic – 72.12% SED – 76.99%
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Goal 3

Increase the number of students who are college and or career prepared.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the percent of students who are UC/CSU eligible.	Increase the percent of students who are UC/CSU eligible by 3%. 44.8% of 2018-2019 graduates were UC/CSU eligible 46.8% graduates “prepared” based on 2018 college/career indicator on CA Dashboard	50.6% of 2019-2020 graduates were UC/CSU eligible 40.5% graduates “prepared” based on 2019 college/career indicator on CA Dashboard

FHS Single Plan for Student Achievement Review from 2019-2020

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the **prior year SPSA (2019-2020)** and complete a copy of the following table for each. Duplicate the table as needed.

Strategies/Activities 1, 2, 3, & 4 (for Goal 1)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Activity 1) Use of planners for 9 th -12 th grade students with training for all 9-12 th grade teachers.	Activity 1) Collaborated with teachers to implement planners for 9 th -12 th grade students.	<i>Total amount itemized:</i> Activity 1) \$10,000	LCAP: Planners: \$3,000

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Activity 2) Train with our PLC consultant to analyze student work and create Common Formative Assessments (CFAs), as well as implement school-wide common language and understanding for learning objectives, learning targets, success criteria, and agendas.</p> <p>Activity 3) Purchase two laptop carts for EL Tutorial Support classes so students can access curriculum, work on assignments, etc.</p> <p>Activity 4) Participate in instructional rounds once each quarter with a specific focus or lens, with at least one quarter with a cross-curricular focus. Subs needed and hourly pay for teachers working special projects such as Rtl, PRIDE, and Equity.</p>	<p>Activity 2) Trained teachers on how to design and implement CFAs. Also, implemented school-wide common language and understanding for learning objectives, learning targets, success criteria, and agendas.</p> <p>Activity 3) Carts purchased and students provided access. Students trained in how to use laptops for assignments, research, and search for resources.</p> <p>Activity 4) Teachers participated in instructional rounds. Teachers worked on special projects and received compensation for hourly pay.</p>	<p>Activity 2) \$9,100</p> <p>Activity 3) \$46,000</p> <p>Activity 4) \$26,138</p>	<p>Title 1:</p> <p>Technology: \$27,058.25</p> <p>PLC Training: \$9,057.50</p> <p>Teacher Subs for Training/Special Projects: \$14,801.05</p>

Strategies/Activities 5, 6, & 7 (for Goal 2)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Activity 5) Teaching/learning bell to bell with a focus on student-centered learning, including: -learning objective, learning target, and success criteria posted daily</p>	<p>Activity 5) Teachers now post learning objectives, learning targets, success criteria, and daily agendas. Students are able to tell you what they are learning and why.</p>	<p><i>Total amount itemized:</i> Activity 5) \$4,000</p>	<p>LCAP: PLC Training: \$715 Family Purpose: \$4,137.93 HERO:</p>

<p>-daily agenda posted in each class -classroom routines established (posted) -a variety of activities and checks for understanding throughout the period.</p> <p>Activity 6) Provide Professional Developments on our Multi-Tiered System of Support (MTSS) at Freedom and implement school-wide strategies to increase student engagement. Attend conferences and workshops and provide on-site training for intervention. Provide on-site interventions for students including Care Team, ODAT, and Successful Purpose.</p> <p>Activity 7) Implementation of the HERO Program (attendance management and Positive Behavior Intervention System).</p>	<p>Activity 6) MTSS team developed a process for referring students, holding meetings, and following up on referrals. School-wide documentation in the pre-referral intervention tab used as a place for teachers to document interventions. CARE Team met weekly to discuss referrals and address concerns. ODAT held weekly meetings with student. Successful Purpose formed multiple groups on campus and groups met on a weekly basis</p> <p>Activity 7) HERO Program implemented as planned.</p>	<p>Activity 6) \$81,500</p> <p>Activity 7) \$13,000</p>	<p>\$2,400</p> <p>Title 1: ODAT: \$8,040 Family Purpose: \$35,749.52</p>
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Strategies/Activities 8, 9, 10, 11, & 12 (for Goal 3)

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Activity 8) Parent newsletter sent out for each marking period with pertinent information. In addition, we will send out the LCAP parent survey and the results will be reviewed annually for parent</p>	<p>Activity 8) Newsletters delivered, as planned. Parents completed LCAP survey. Achieved all planned activities with the exception of Falcon Fest (due to COVID-19). Parent</p>	<p><i>Total amount itemized:</i> Activity 8) \$3,100</p>	<p>LCAP: Parent/Student Meetings & Materials: \$94.29 PUSH Program, CTE Pathways, Trainings,</p>

<p>feedback. Parent/Student meetings will be held quarterly including African American Parent Group, English Learners Advisory Council, School Site Council, Back to School Night, 8th grade parent night, Math Night, Falcon Fest, PRIDE conference, Coffee with the Principal, etc. Materials needed for parent meetings and student celebrations.</p>	<p>meetings transitioned to virtual during COVID-19.</p>	<p>Activity 9) \$85,000</p>	<p>Materials: \$5,107.62</p> <p>AP Testing Fees: \$3,240.81</p> <p>Title 1: Title 1 Attendance Secretary and Bilingual Paraprofessional: \$82,719.38</p> <p>Parent/Student Meetings & Materials: \$650.01</p> <p>AP Testing Fees: \$3,570.95</p>
<p>Activity 9) Increase awareness of programs that define a AAA school, specifically focusing on our significant subgroups. (AAA school = A/B/C grades, attendance, A-G completion). ELAC Parent meetings, Falcon Fest, Back to School Night. Title 1 Bilingual Paraprofessional for translation.</p>	<p>Activity 9) Achieved all planned activities with the exception of those that needed to be canceled due to COVID-19. Communication continued during Distance Learning. Continued support from Bilingual Paraprofessional.</p>	<p>Activity 10) \$1,708</p>	
<p>Activity 10) Restructure the Academics to include CTE Pathways and alignment to Los Medanos College and create an Academics pamphlet for student use. Extra duty pay to complete the pamphlet as well as supplies.</p>	<p>Activity 10) Pamphlet completed. Increased student/family awareness of our CTE Pathways and LMC alignment.</p>	<p>Activity 11) \$8,000</p>	
<p>Activity 11) The school will receive training on the college/career indicator (including SBAC, AP, concentrator/capstone courses, Dual Enrollment, A-G). The PUSH program coordinator, school</p>	<p>Activity 11) Teachers and staff received PD training on college/career indicators. Fieldtrips completed as planned. Outside agencies provided support in educating students.</p>		

<p>counselors, and career center coordinators will support outreach and opportunities for fieldtrips to students. Staff will have the option for on and off-site trainings.</p> <p>Activity 12) Departments will create a plan to help students to be college/career prepared. Update school website to showcase A-G requirements, CTE Pathways, and college/career indicators. Materials/supplies needed to give to students and families in English and Spanish.</p>	<p>Activity 12) Departments developed plan for 2019-2020 training on college/career indicators. Some updated materials created for CTE Pathways.</p>	<p>Activity 12) \$3,000</p>	
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ANALYSIS

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

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

Goal 1: Strengthen student achievement by implementing practices to increase the percentage of students earning A, B, and C grades, with a focus on high academic standards and rigor.

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

Overall, the strategies/activities implemented are helping us make progress toward our goal of increasing students with A, B, C grades in our targeted subgroups. We have seen a decrease in D/F grades however we have not yet met our goal, we are still focused on continuing to implement the academic, behavior, and social-emotional interventions we have trained teachers on to help support student achievement.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Grades are monitored by the administration and departments each quarter and semester grade data is reflected in our annual school goals each semester. Teachers received professional development training on MTSS, specifically on intervention strategies to use to support students' academic achievement. Teachers are using the Pre-Referral Intervention tab in Aeries, which they were also trained on, to document interventions used to support student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID-19, the school district providing support and funding for some technology needs.

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.

As part of our progressive implementation of student planners, all students will receive and utilize a school planner, this has been added to Strategy/Activity 1 of the 2020-2021 SPSA. We have also added additional equity training for all staff which is included in Strategy/Activity 3 of the 2020-2021 SPSA.

Goal 2: Maximize student learning by increasing student engagement in our significant subgroups as reflected by lowering retakes and increasing enrollment in advanced courses, as well as participation in extracurricular activities.

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

We continue to monitor and evaluate our processes for collecting attendance data. We have determined that the HERO program has not served us in the capacity in which it was intended. While we have seen a decline in tardies and trancies we still believe this is an area of focus to improve student engagement. COVID-19 and Distance Learning technology issues have created some difficulty in monitoring tardies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

To see an increase in student engagement, teachers will continue to receive training on integrating targeted MTSS interventions into the classroom, as well as posting learning objectives, learning targets, success criteria, and agendas. Additionally, teachers will plan lessons and monitor engagement through bell to bell teaching. The use of tutorial period will provide additional opportunities for students to receive support.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The title 1 attendance secretary has been added to Goal 2, overall this is not a change in expenditures only a change from Goal 3 to Goal 2.

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.

As a school site, we will continue to evaluate and monitor student progress. We have eliminated the use of the HERO program and will focus on our SART/SARB meetings with the use of our Title 1 attendance secretary, which can be found in Strategy/Activity 4 of the 2020-2021 SPSA.

Goal 3: Increase the number of students who are college and or career prepared.

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

The implementation of strategies/activities to support Goal 3 continue to help us promote the college/career readiness indicators and involve families in our school community. Teachers continue to receive training on how the college/career indicators correlate to the content area they teach.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers were trained on the CA college/career readiness indicators. The PUSH program coordinator, school counselors, and career center coordinators created opportunities for students to learn more about local colleges and attend field trips.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the Proposed Expenditures and the Estimated Actual Expenditures.

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

We have increased the amount of funding to pay for AP exams and purchased online licenses for students this change can be found in Strategy/Activity 7 of the 2020-2021 SPSA.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 232,224

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

\$ 291,332

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title 1	\$232,224

Subtotal of consolidated federal funds for this school: \$291,332

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$349,497
LCAP Supplemental	\$59,108

Subtotal of consolidated state or local funds for this school: \$408,605

Total of consolidated (federal, state, and/or local) funds for this school: \$699,937

Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

- 1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).*
 - Each semester, staff, students, and parents review school-wide data (grades, attendance, behavior) to determine areas of strength. The stakeholders then identify specific strategies or activities to incorporate school-wide. Some strategies are specific to sub-groups others are intended for all students. Such strategies include, classroom walk-throughs by staff, alignment of curriculum and assessments via PLC processes. Use of Professional Development and department time to discuss student learning and planning. Classes such as Edgenuity (online credit recovery class), designated classes for English Learners, and Tutorial Support classes provide avenues for students to get extra support during the school day.
- 2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).*
 - All students in 9th, 10th, 11th & 12th grade will receive a school planner and will be trained by school staff to help facilitate organization. Services such as the math lab and testing lab are available to support students needing extra help. After school programs are available to all students such as ODAT and Tutorial as forms of enrichment and extended opportunities for students to get help, support, or engage with staff and peers. Additionally, during the school day, a Care Team was developed to support the academic and social-emotional needs of targeted students. The Care Team works with site administration, guidance counselors, ODAT, Successful Purpose, Contra Costa County Health Services, and teachers to help support our at-risk students. Finally, many diverse clubs and campus climate groups also take students on fieldtrips to colleges and universities to provide additional experiences for students.
- 3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).*
 - Staff is encouraged to participate in professional development. Currently, the site consults with EPOCH and Contra Costa County of Education to facilitate adult learning with PLCs, MTSS, equity and access, grades, best instructional practices for Common Core. Staff is also expected to observe each other each quarter. This is facilitated by department chairs and the administration with the support of consultants.
- 4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).*
 - Each semester and annually, the staff, students, and parents look at the expected measurable outcomes and report out progress. Throughout the year, department chairs

and teachers are asked to report out on a shared document any success or areas of growth. The increased percentages of growth are based on historic outcomes and adjustments are made accordingly.

5. *A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).*
 - LCAP and Title 1 funds are used to improve academic performance for all students. As proposed in the expenditures tables these funds are used strategically to provide resources, support, and time to reflect on student learner outcomes. LCAP and Title 1 are used to fund personnel, support programs, and curriculum. Funds are also used for student experiences such as college visits to provide opportunities that students may not have otherwise experienced.
6. *The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).*
 - Title 1 funds are used for the salaries of a Bilingual Paraprofessional who supports the Targeted Assistance Counselor. She meets with students and families and provides translation services for workshops, the school newsletter, or other events. The attendance secretary is also funded through Title 1 and she works directly with the SARB board and Assistant Principal who oversees attendance. She specifically works with our significant subgroups and their families.
7. *The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.*
 - Title 1 funds are used for the salaries of a Bilingual Paraprofessional who supports the Targeted Assistance Counselor. She meets with students and families and provides translation services for workshops, the school newsletter, or other events. The attendance secretary is also funded through Title 1 and she works directly with the SARB board and Assistant Principal who oversees attendance. She specifically works with our significant subgroups and their families.
8. *A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).*
 - The School Site Council oversees the spending of Federal Funds, they meet quarterly or as needed. Additionally, on a monthly basis the Site Based Management Team reviews data to determine if the SPSA is being followed.
9. *A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).*

- The School Site Council meets from 4:15-5:15pm on August 24, October 22, December 14, February 8, April 12, and May 17.

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. *A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will*
 - *provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.*
 - By analyzing grade data each semester, the stakeholders identified areas for improvement for our students, including those in the subgroups. Teachers attended professional development trainings prior to the start of the school year in culturally responsive teaching and various relevant curriculum trainings (based on department).
 - A Student Tutorial period was added at the end of the school day twice/week to provide student access to teachers in a small group environment. Collaboration time between PLC's was added at the end of the school day twice/week to provide teachers/staff the opportunity to meet regarding curriculum, lesson plans, and address student concerns.
- *use effective methods and instructional strategies based on scientifically based research that*
 - strengthen the core academic program in the school;*
 - provide an enriched and accelerated curriculum;*
 - increase the amount and quality of learning time;*
 - include strategies for meeting the educational needs of historically underserved populations;*
 - help provide an enriched and accelerated curriculum; and*
 - are consistent with, and are designed to implement, state and local improvement plans, if any.*
 - Effective intervention and engagement strategies were a key element of the professional development teachers received prior to school year. They were provided materials to integrate the intervention and engagement strategies immediately into their classrooms using the district-wide adopted platform Canvas. Canvas is a universal platform that is used for teaching and intervention.
 - Teachers meet with PLC teams during staff meetings, PD Days, department meetings, site trainings, and summer PD to work on developing and evaluating common formative assignments and assessments.
 - McREL training provided many teachers an opportunity to deepen their curricular content knowledge.

- *address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:*
 - 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.*
 - Professional development delivered from curriculum programs, such as SpringBoard, McREL, EPOCH, and Contra Costa County Office of Education to help teachers plan effective and engaging lessons.
2. *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).*
- The site will review data quarterly and with all stakeholders, including our School Site Council, each semester. Data that will be used includes attendance data (tardy and truancy), grade data, suspension data, UC/CSU eligibility data, and AP data. Additionally, data will be broken down by significant subgroup for the team to analyze.
3. *A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including*
- *strategies to attract highly qualified teachers;*
 - *providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;*
 - *the devotion of sufficient resources to effectively carry out professional development activities; and*
 - *the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.*
 - The Content Coaches attend McREL training and bring back the strategies to their respective departments and leadership team to help support teacher's use of assessments to inform their practice.
 - Our school hired a Professional Learning Community consultant who has helped support teachers with the use of learning objectives, targets, agendas, and common formative assessments. Teachers can utilize professional development time (up to 2 hours a month) to work with colleagues from their department and/or grade level team.

4. *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).*
 - Each quarter a parent newsletter will be sent home with important information regarding reports from the previous quarter and upcoming events. The letter will be sent electronically and will be found on our website. The newsletter will also be translated into Spanish. Each quarter stakeholder groups will hold meetings to review data and school-wide information, these groups include SSC, PTSA, AAPG, ELAC, Coffee with the Principal. At these meetings, parents will be provided information as well as provide input.

5. *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*
 - *Ensure that those students' difficulties are identified on a timely basis; and*
 - *Provide sufficient information on which to base effective assistance to those students.*
 - We integrate the practice of quarterly data analysis with Site Leadership, including our Site Based Management Team (SBMT).
 - Student Tutorial and Teacher Collaboration periods twice/week.
 - Teachers are working collaboratively with administration and counselors to help support our students' academic, social-emotional, and behavioral concerns.
 - Tutorial support classes were added to give our English Language Learner students time to get academic support from a credentialed teacher.
 - The Testing Lab and Math lab are available each school day and they are staffed with paraprofessional teachers. Students with a 504 plan or IEP may access the testing and math lab during the period to get one-on-one support from the staff, who also help provide required testing accommodations for the students.
 - After School Support program is our free after school appointment based academic help program. There are credentialed teachers available Monday through Thursday to help support students' academic growth.
 - Our Campus Climate Student Committee meets quarterly to help develop and implement activities to engage our students' in our school community and help them feel connected to Freedom.

6. *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.*
 - N/A

7. *A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).*
 - LCAP and Title 1 funds will be used to support the needs of our significant subgroups. Resources will be balanced between the needs of student activities and staff training. The addition of a Title 1 Secretary to support in the attendance office and a Title 1 Bilingual Paraprofessional have proven to be beneficial when working with the students in our significant subgroups and their families and will continue into the 2020-2021 school year. Programs such as ODAT, Successful Purpose, and campus climate committee groups have expanded to more days per week and have expanded their

college campus tours. Training for staff has included PLC and MTSS. We will continue to use the credit recovery program Edgenuity and will expand the number of licenses per class. Resources are utilized based on student and staff need as a result of school-wide data and outcomes of school goals.

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will

- provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
- use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
- address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including

- strategies to attract highly qualified teachers;
- providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
- the devotion of sufficient resources to effectively carry out professional development activities; and

- the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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

- a. Ensure that those students' difficulties are identified on a timely basis; and
- b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program