

School Year: 2021-22

Single Plan for Student Achievement (SPSA) Template

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
Independence High School	07617210730572	10/27/2021	11/17/2021

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 school community, including staff, students and parents are engaged in the governance of the school through their participation in various site and district committees and councils.

The school community is informed of how they can participate in the school's governance for the first time each school year during walk-through registration. In addition, all information is posted on our school website and social media accounts. Throughout the year we invite and remind parents about ways in which they can participate in school decision-making groups such as School Site Council (SSC) and the Safety Committee through letters, emails, phone calls and Blackboard Connect Ed messages.

District administration is consulted and regular meetings are held surrounding the district LCAP to solicit input from all stakeholders several times a year. District administrators have presented LCAP goals to our staff through meetings and emails.

Our SSC collaborates and develops our SPSA in line with district LCAP goals, school specific goals (through staff meetings, professional development, etc.), including WASC Goals and/or recommendations.

Goals, Strategies, & Proposed Expenditures

The School Site Council (SSC) has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to

meet growth targets. School goals are in line and directly related to district (LEA) goals. As a result, our school has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 1

- Provide a safe, secure, updated, clean environment (LUHSD Goal 1A)
- Foster an atmosphere of respect and civility among all students LUHSD Goal 1C)
- Support the social-emotional needs of the student through Social Emotional Learning (LUHSD Goal 1A, 1B, 1C)

Basis for this Goal

Identified Need

Due to the new Assembly Bill 130 (AB130) we have implemented Independent Remote Learning (ISRL) providing the same supports our in-person learning. We based this goal on the prior data and the learning loss from the COVID-19 Pandemic.

- Every Student Succeeds Act (ESSA)
- Campus Climate and Safety Committee, SSC
- Significant subgroups (SWANs) data from all IHS and district comprehensive sites
- Staff/Student/Parent Surveys/Communication/Agendas **and** feedback during and after Q4(DL)
- Professional Development
- California Healthy Kids Survey (CHKS)
- WASC growth areas
- State, county, district guidelines during pandemic (COVID-19)

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Basic Conditions (NA indicator) <ul style="list-style-type: none"> • Safe, clean buildings • Following state/county/local COVID guidelines • Textbooks for all students • Updated technology (in line with other district schools) • Laptops for all students (if needed) 	<ul style="list-style-type: none"> • Additional administrator hired • Follow health guidelines and procedures during COVID • Update Website to provide easy access to all needed during ISRL • 100% Textbooks for all students • Clean working plumbing and heat • Computer, internet access and other technology needs for both in-person and during DL for all students and programs • Follow AB130 	<ul style="list-style-type: none"> • Daily clean, follow-up and proper social/physical distances with required masks, etc. • Online registration, instructions to ISRL platforms and help with technology challenge (FAQs). • 100% textbooks • Never without technology/internet access on campus (repairs within 24-48 hours). • 100% laptops and program supports for both ISRL and in person students
Suspension Rate <ul style="list-style-type: none"> • School Climate 	<ul style="list-style-type: none"> • Use of MTSS • Calm, respectful and mindfulness approach • Use of Zoom for synchronous learning for ISRL program • Take 5 • Student conferences and counseling • Parent communication • Baseline is to follow Master Agreement 	<ul style="list-style-type: none"> • All students that meet ISRL criteria are served remotely (AB130) • Use of MTSS with fidelity • Random Take 5 by administration and teachers • Zoom used by all teachers when necessary • On-going daily interaction • Immediate when absent and ongoing • Baseline for instruction is one hour per week, our program expectation is three plus hours per week

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1 – Provide a physically clean and safe environment with equal and equitable access to materials.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the district.

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- New plan developed in July 2021 based on the return to in person and AB130 (ISRL program supports)
- Prepare school under the Williams Act
- Participate in learning activities to best support safe learning environments and professional development in order to best support learning

Proposed Expenditures for this Strategy/Activity

Amount(s)	NA
Source(s)	Site and district
Budget Reference(s)	NA

Strategy/Activity 2 – Social Emotional Learning (SEL) opportunities that build culture and support.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the students in our district.

Students to be Served by this Strategy/Activity

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

All students, with a deeper concentration with our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), and students with SEL needs, including ISRL students.

Strategy/Activity

Identify students and concentrate on Social Emotional Learning (SEL) using MTSS as framework and existing special services guidelines. Display best practices and programs through SEL:

- Concentrate on SWANs by participating in professional development and training programs such as MTSS and EPOCH and utilizing supports with fidelity and the addition of ISRL
- Continued staff modeling of TOOLBOX, mindfulness, kindness, full inclusion, etc.
- Provide counseling services (in-person and through Zoom and Canvas)
- Continue to offer support and tutoring services for EL via a credentialed EL mentor during the school day

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000 + \$500 = \$2,000 Total
Source(s)	LCAP + Site (+District)
Budget Reference(s)	01-0787-1110-1000-052-0-000-4300 + 01-0000-3300-2700-052-0-304-4300

Strategy/Activity 3 – School-wide activities to encourage more positive attendance and participation while showcasing best practices and program successes.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID and AB130) and what school model best suits the needs of the district.

Students to be Served by this Strategy/Activity

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

All students, specifically our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), students with SEL needs and those that have had challenges with both attendance and work produced, and our ISRL students.

Strategy/Activity

- Administration has personal conversations with students and parents that are considering the ISRL option and the best decision for the student’s success is made
- Communicate one to one with families, including safe home visits by principal)
- Highlight best practices and success in a welcoming environment
- Continue and adjust Attendance Recognition Program (ARP) with incentives (e.g. apparel, gift cards, bus passes, pizza with principal, etc.)
- Continue to offer support and tutoring services for EL outside of the school day and a mentor who speaks the same language as our EL population (Spanish only at this time)
- School website used as a “one stop shop” in which all relevant information and learning platforms may be accessed

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,000 + \$1,500 + \$500 = \$6,000 Total
Source(s)	LCAP + TUPE + Site
Budget Reference(s)	01-0787-1110-1000-052-0-765-4320 + (CCCOE) + 01-0000-3300-2700-052-0-304-4320

School Goal 2

- Strengthen student achievement (proficiency) in CORE subjects, ELA and Math specifically. (LUHSD Goal 2A, 2B, 2C, 2D)
- Continue to address and evaluate formative assessments in all content areas (LUHSD Goal 2B)
- Meet state and federal accountability measures (LUHSD Goal 2A)

Basis for this Goal

Due to the pandemic (COVID) students were not as academically successful, we are not confident with the end of the school year achievement levels (grades/attendance/credits earned) being a true measure/reflection. Therefore, we based this goal on data from the prior 2020-2021 school year.

- Credits Completed, Grades, Graduation Rates (some data unavailable)
- Significant subgroups (SWANs) data from all IHS and district comprehensive sites
- Staff/Student/Parent Surveys/Communication/Agendas **and** feedback during and after Q4(DL)
- Attendance (physical work produced)
- Common Assessments prior to Q4(DL)
- WASC growth areas
- State, county, district guidelines during pandemic (COVID-19) and AB130

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	<ul style="list-style-type: none"> • Graduation rate of over 80% • Begin tracking (data) the amount of 5th year students based on students that spent their 11th and 12th grade with IHS 	<ul style="list-style-type: none"> • 82-85% based on DASS • Data/tracking process developed
Academic <ul style="list-style-type: none"> • CAASPP Data <ul style="list-style-type: none"> ✓ Participation ✓ Performance Levels (%) 	<ul style="list-style-type: none"> • Participation rate of 95% • Positive gains in CAASPP ELA and math (1-2%) • Close the below standards gap by 5 points 	<ul style="list-style-type: none"> • Participation rate of 95% on all tests. • Possible positive gains in ELA and math • Close below standards gap by 5-10 points
College and Career Readiness <ul style="list-style-type: none"> • CA School Dashboard • CCI 	<ul style="list-style-type: none"> • Continue to investigate other ways to meet (prepared) the indicators and begin utilizing these options • 5 students considered prepared based on the CCI 	<ul style="list-style-type: none"> • “How To?” guide developed • 3-5 students taking advantage of Dual enrollment (CCI) • Closing the approaching prepared-prepared gap by a few students (CCI)

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1 – Provide a more flexible student schedule model that supports overall achievement.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID), AB130, and what school model best suits the needs of the district.

Students to be Served by this Strategy/Activity

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

All LUHSD district students (*IHS students) including ISRL

Strategy/Activity

- Preparing to adjusted/change the previous and current school model to meet the immediate needs of the district
- Review and adjust current school model to meet student needs (flexibility that encourages positive improved attendance)
- Adjusted the models of the programs of IHS in person and ISRL, continued frequent live instruction.
- Provide professional development opportunity for staff to find better ways to support scheduling through AERIES (e.g. Flex Scheduling).

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Site
Budget Reference(s)	01-3220-1110-1000-060-0-000-5200

Strategy/Activity 2 – Expansion of academic supports and interventions across subjects and curriculum.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID), AB130, and what school model best suits the needs of the district.

Students to be Served by this Strategy/Activity

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

All students, specifically “At-Promise Youth”; SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate) and those identified students with SEL needs, and ISRL students.

Strategy/Activity

- Continue trainings with MTSS framework and conversations through professional development
- Ongoing professional development with online learning platforms and the new normal
- Implement full online learning with synchronous and asynchronous learning(ZOOM and CANVAS): use of Canvas with in person and both Zoom and Canvas for ISRL
- Provide staff with all needed technology devices, programs and tools necessary to support students during DL
- Implement a new Master Agreement for ISRL students based on AB130
- Implemented a new Plan of Action in July 2021 to include ISRL
- Continue Attendance Recognition Program (work produced)Provide after school tutoring program for “At-Promise” students (virtual or in-person)
- Continue to offer support and tutoring services for EL outside of the school day
- Add a permanent Tutorial Support (TS) teacher to Study Hall
- Continue to purchase supplemental materials (e.g. ELA composition books, Social Science Up Front Magazine, etc.)
- Encouraging dual enrollment
- Investigate trade school and military opportunities to meet student needs
- Utilize Edgenuity for courses not offered at our school (graduation and CC readiness)
- Utilize colleges for courses not offered at our school (graduation and CC readiness)
- Utilize credentialed teacher(s) for Edgenuity outside of IHS teachers, either from the district or from the Edge instructional support services

Proposed Expenditures for this Strategy/Activity

Amount(s) \$10,00 + \$5,000 (tutoring during DL only) + \$800 = \$15,800 Total

Source(s) LCAP (District) + LCAP (Site)

Budget Reference(s) 01-0787-1110-1000-052-0-765-5890

Strategy/Activity 3 – Provide curriculum and development opportunities to support students, especially in the areas of English and math.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID), AB130, and what school model best suits the needs of the district.

Students to be Served by this Strategy/Activity

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

All students, especially those students taking English and math and EL students.

Strategy/Activity

- Ongoing professional development with online learning platforms and the hybrid model
- Continually support staff / in both synchronous (Zoom) and asynchronous (Canvas, etc.) learning
- Investigate parent technology training to best support student learning
- Implement full online learning with synchronous and asynchronous learning (e.g. ZOOM, CANVAS)
- Canvas coach to support ongoing weekly professional development
- Continually support teachers with the adopted Weekly Engagement sheet and have ongoing discussions with state auditor to be in compliance
- Continue online learning with IHS and ISRL (through Zoom and Canvas)
- Continue trainings with MTSS framework and conversations through professional development
- Continue independent McRel work on assignments
- Continue to use Math Labs for both in person and ISRL students

Proposed Expenditures for this Strategy/Activity

Amount(s) \$1,500 + \$250 + \$1,000 (Canvas coach)= \$2,750

Source(s) LCAP + Site + District

Budget Reference(s) 01-0787-1110-1000-052-0-765-4320 + 01-0000-3300-2700-052-0-304-4320

Annual Review and Update

SPSA Year Reviewed: 2020-21

School Goal 1

- Provide a safe, secure, updated, clean environment (LUHSD Goal 2A)
- Foster an atmosphere of respect and civility among all students (LUHSD Goal 1C)
- Support the social-emotional needs of the student through Social Emotional Learning (LUHSD Goal 1A, 1B, 1C)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Basic Conditions (N/A indicator)</p> <ul style="list-style-type: none"> • Safe, clean buildings • Following state/county/local COVID guidelines • Textbooks for all students • Updated technology (in line with other district schools) • Laptops for all students (if needed) 	<ul style="list-style-type: none"> • Daily clean, follow-up and proper social/physical distances with required masks, etc. • Online registration, instructions to ISRL platforms and help with technology challenge (FAQs). • 100% textbooks • Never without technology/internet access on campus (repairs within 24-48 hours). • 100% laptops and program supports for both ISRL and in person students 	<ul style="list-style-type: none"> • 100% compliance with CDC guidelines • Online registration • 100% of students received and had access to textbooks • For the most part, computer/internet access and updated technology for all at school • 100% of all students had the option of a school issued laptop/mifi device during Q4 (DL)/home
<p>Suspension Rate</p> <ul style="list-style-type: none"> • School Climate 	<ul style="list-style-type: none"> • All students that meet ISRL criteria are served remotely (AB130) • Use of MTSS with fidelity • Random Take 5 by administration and teachers • Zoom used by all teachers when necessary • On-going daily interaction • Immediate when absent and ongoing • Baseline for instruction is one hour per week, our program expectation is three plus hours per week 	<ul style="list-style-type: none"> • MTSS somewhat used, but difficult during hybrid • Take 5 was used randomly while in person • 100% compliant in Zoom • 100% compliant with baseline instructional minutes

STRATEGIES/ACTIVITIES

Strategy/Activity 1 – 3 Provide a physically clean and safe environment with equal and equitable access to materials. A Social Emotional Learning environment that builds culture and support with a flexible student schedule model and student interest targeted school-wide activities to encourage positive attendance, participation and highlight best practices. Strengthen student achievement in CORE subject areas, especially ELA and math.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Prepared as if a Williams Compliance visit was taking place	Textbook review and facility check with work orders and repairs completed as needed	N/A	N/A
Plan of action developed for the safe return of students in July 2021	Plan was developed in July 2021 with three different scenarios that aligned with county and state guidelines	N/A	N/A
Participate in learning activities to best support learning environments and professional development to best support learning	Continued PD on DL, hybrid, and full in person return. Support on asynchronous and synchronous learning for all possibilities for the three return scenarios.	N/A	N/A

ANALYSIS

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

- For the Williams Compliance we planned as though a visit would take place. There was inventory taken of textbooks and materials needed. A safe, clean, environment was successfully met daily even when students were not present.
- The plan of action that was created had three scenarios: one for full DL, one hybrid, and one for return to in person. These scenarios were developed by the principal and presented to the staff for feedback prior to solidifying the plans. For full DL the plan was to remain the same as it did in the prior quarter where students would use Zoom for daily learning, Canvas to submit assignments, etc. Hybrid had an A and B weekly plan to minimize tracking and any possible spreading of COVID-19. The full in person plan added the use of seating charts, students 6 feet apart, and all-in-all compliance with CDC, state, and local guidelines for each scenario.
- Teachers continued PD in Canvas along with a Canvas coach. Teachers were prepped for the three possible scenarios of the return of students and supported accordingly.

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

- Textbooks and technology- this was effective and all students that needed access to a laptop was able to have one as well as to textbooks both hard copy and on Canvas.
- Facility was clean and safe consistently. M&O begin a COVID cleaning schedule during Spring Break and this has continued per compliance CDC, state, and local regulations.
- Overall, the challenges that COVID-19 presented were met with fidelity and flexibility.

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

Shifted as the need justified and we used what was needed dependent on the CDC, state, and county guidelines.

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.

Due to COVID guidelines

- Our previous school model may need be adjusted/changed - These goals may/may not be attainable under a specific model and we may be forced to support the comprehensive sites with possible full distance learning, and thus possibly abandoning the Wheel and current school structure. Whether we are physically on campus, full or partial DL, take on more/less students and teachers, etc. we will need to plan several different approaches to support student needs. SPSA Goal 1 (Safe Culture), Planned Strategy/Activity 1-3.

School Goal 2

- Strengthen student achievement (proficiency) in CORE subjects, ELA and Math specifically. (LUHSD Goal 2A, 2B, 2C, 2D)
- Continue to address and evaluate formative assessments in all content areas (LUHSD Goal 2B)
- Meet state and federal accountability measures (LUHSD Goal 2A)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	<ul style="list-style-type: none"> • Graduation rate of over 80% • Tracking of 5th year seniors 	<ul style="list-style-type: none"> • Rate was actually 60%, not 80%, not met. • Limited tracking due to COVID-19.
Academic <ul style="list-style-type: none"> • CAASPP Data <ul style="list-style-type: none"> ✓ Participation ✓ Performance Levels (%) 	<ul style="list-style-type: none"> • Participation rate of 95% in all tests. • Positive gains in ELA • Close below standards gap by 5-10 points. 	<ul style="list-style-type: none"> • State allowed the district to conduct common assessments – rate of 95% was met • N/A • N/A
College and Career Readiness <ul style="list-style-type: none"> • CA School Dashboard • CCI 	<ul style="list-style-type: none"> • Looked into career pathways 	<ul style="list-style-type: none"> • Hired a teacher that teachers art and Spanish • Did not meet

STRATEGIES/ACTIVITIES

Strategy/Activity 1 – 3 Support students with a flexible schedule and continue to focus on increasing student achievement in core areas, especially ELA and math.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Preparing to adjusted/change the previous and current school model to meet the immediate needs of the district.</p>	<ul style="list-style-type: none"> Developed a model with three scenarios: full DL, hybrid, in person. The hybrid model included an A&B schedule that adjusted weekly. 	\$500 Site	\$100 Site
<p>Review and adjust current school model to meet student needs (flexibility that encourages positive improved attendance)</p>	<ul style="list-style-type: none"> All staff communicated with families on a weekly basis via Connect Education 		
<p>Adjusted the models of the programs of IHS in person and ISRL, continued frequent live instruction</p>	<ul style="list-style-type: none"> Frequent live interaction approved (in person, or Zoom) 	\$1,000 LCAP \$1,000 Site	
<p>Provide professional development opportunity for staff to find better ways to support scheduling through AERIES (e.g. Flex Scheduling).</p>	<ul style="list-style-type: none"> Counselor, data tech, and the district data tech met and reviewed Flex Scheduling, they attempted implementation. 	\$1,000 LCAP \$1,000 Site	\$1,000 LCAP \$200 Site

ANALYSIS

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

- Schedule was adjusted to meet the needs of students via the three scenarios. The A&B groups schedule created to adjust weekly for hybrid benefitted students and followed safety guidelines. Both synchronous and asynchronous learning was provided for students in each model.
- School model was adjusted and parents were communicated with using Connect in order to ensure that students and parents knew where/when the student was to attend.
- Frequent live interaction and Zoom was available for students to provide both synchronous and asynchronous learning.
- The AERIES Flex Scheduling did not end up working for our site and was adjusted.

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

- All was effective as possible based on guidelines from the CDC, state, and county.
- In person students were found to be more successful both academically and social-emotionally than those who remained in DL.
- The academic and social-emotional needs of students were met.
- Students were able to have flexible schedules.

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

Monies were spent for teacher tutoring, which was ineffective due to no shows of students.

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.

Based on COVID guidelines (State, County and District)

- Our previous school model may need be adjusted/changed - These goals may/may not be attainable under a specific model and we may be directed to support the comprehensive sites with possible full distance learning, and thus possibly abandoning the Wheel and current school structure. Whether we are physically on campus, full or partial DL, take on more/less students and teachers, etc. we will need to plan several different approaches to support student needs. SPSA Goal 2 (Achievement), Planned Strategy/Activity 1-3.
- Adjust attendance to meet new state guidelines pursuant to EC Section 43503(b)(6) by implementing an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness. SPSA Goal 2 (Achievement), Planned Strategy/Activity 1.
- Use of Edgenuity as a supplement (math) and for courses not offered at our school (graduation and college readiness advancement). SPSA Goal 2 (Achievement), Planned Strategy/Activity 2.

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

N/A

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

N/A

Consolidation of Funds

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

Federal Programs

N/A

Subtotal of consolidated federal funds for this school: N/A

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

State or Local Programs

N/A

Subtotal of consolidated state or local funds for this school: N/A

Total of consolidated (federal, state, and/or local) funds for this school: N/A

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
 - a. 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.
 - b. 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.
 - c. 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
 - a. strategies to attract highly qualified teachers;
 - b. 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;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. 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