

School Year: 2019-20

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	10/30/19	11/13/19

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 (LEA 1.C.1, 2.C.2)
- Foster an atmosphere of respect and civility among all students (LEA 1.I.1, 1.J.1, 1.K.1)
- Support the social-emotional needs of the student through Social Emotional Learning (LEA 1.I.1, 1.I.3, 2.L.5)

Basis for this Goal

- Every Student Succeeds Act (ESSA)
- Campus Climate and Safety Committee, SSC and WASC feedback
- Parent and Student Surveys
- Professional Development
- California Healthy Kids Survey (CHKS)

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Basic Conditions (NA indicator) <ul style="list-style-type: none"> • Safe, clean buildings • Textbooks for all students • Updated technology (in line with other district schools) 	<ul style="list-style-type: none"> • Textbooks for all students (100%) • Clean working plumbing and heat • Computer and internet access for all students and programs as needed 	<ul style="list-style-type: none"> • 100% textbooks • Never without (repairs within 24-48 hours) • Always computer / internet access
Suspension Rate <ul style="list-style-type: none"> • School Climate 	<ul style="list-style-type: none"> • Calm, respectful and mindfulness approach • Take 5 • Student conferences and counseling • Parent communication 	<ul style="list-style-type: none"> • Random Take 5 by admin and teacher rooms on their own when needed • On-going and daily interaction in the rooms and halls • Immediate when absent and ongoing

PLANNED STRATEGIES/ACTIVITIES

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Prepare school under the Williams Compliance guidelines, regardless if scheduled visit or not.
- Participate in ALICE training and drills.
- Pilot Devine Protection App with emergency drills.
- Continue greeting all with “Good day,” or the Sandy Hook Promise, “Start with hello.”

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.

Students to be Served by this Strategy/Activity

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

All students, yet deeper with those identified students with additional needs (SWANs).

Strategy/Activity

Identify students and concentrate on Social Emotional Learning (SEL) using MTSS as framework, enrollment process, SST and IEP/504. Showcasing best practices and programs through SEL:

- Concentrate on SWANs by participating in professional development and training programs such as MTSS and EPOCH.
- Student Leadership and staff modeling TOOLBOX, mindfulness, kindness, full inclusion, etc. on campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500 + \$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.

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

Strategy/Activity

- Continue providing opportunities for activities such as Back to School (BTS) BBQ, Socials, Poetry Out Loud (POL), TUPE, etc.
- Continue and expand attendance recognition program with incentives such as apparel, gift cards, pizza with principal, etc.
- Showcasing best practices and success in a welcoming environment with purchases of promotional items and supports in creating a positive climate at school and in the community.

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. (LEA 2.A.1, 2.E.1, 2.B.1, 2.C.2, 2.F.3, 2.J.1, 2.L.10)
- Continue to address and evaluate formative assessments in all content areas (LEA 2.E.1)
- Meet state and federal accountability measures (LEA 2.A.1, 2.C.2, 2.L.10, 2.O.1, 3.D.1, 3.D.2)

Basis for this Goal

- Credits Completed, Grades, Graduation Rates
- Significant subgroups (high priority) data from other sites and IHS (future IHS students).
- Professional Learning, PLC/SLC, staff and ILT agendas and feedback
- Staff/Student/Parent Surveys/Communication
- Attendance and discipline data summary

- Common Assessments, CAASPP and CA Dashboard data summaries (including DASS).
- WASC growth areas

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 below standards gap by 10 points. 	<ul style="list-style-type: none"> • Participation rate of 95% on all tests. • Positive gains in ELA • 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 • 5-10 students taking advantage of Dual enrollment, CTE pathway. Closing the approaching prepared-prepared gap by a few students.

PLANNED STRATEGIES/ACTIVITIES

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

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 SWANs and students with SEL needs.

Strategy/Activity

- Review and adjust Master Schedule to better meet student needs (flexibility that encourages positive improved attendance).

Proposed Expenditures for this Strategy/Activity

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

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

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.

Strategy/Activity

- Begin trainings with MTSS framework and conversations through professional development.
- Begin reviewing and creating a more student friendly version of our packet assignments and classroom delivery through the work with McRel.
- Move Tutorial Support teacher to Study Hall with support of Paraprofessional.
- Study Hall supported by Study Hall Paraprofessional (8:15am – 3:15pm).
- Continue to purchase supplemental materials such as ELA composition books, and Social Science Up Front Magazine.
- Use of Edgenuity as a class on site supported by a credentialed teacher in Study Hall.
- Continue using the Wheel Intervention Program (WIP) with fidelity.
- Implement a plan to get students enrolled in dual enrollment at other sites and CTE pathway to help students become college career prepared according to the state CCI.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,500 + \$800 = \$8,300 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.

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

- Begin reviewing and creating a more student friendly version of our packet assignments and classroom delivery through the work with McRel.
- Utilize both READ 180 and MATH 180 in TS class.
- Continue Attendance Recognition Program (work produced) with incentives.
- Continue to offer support and tutoring services for EL outside of the school day with positive incentives.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500 + \$250 = \$1,750
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: 2018-19

School Goal 1

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Basic Conditions (N/A indicator) <ul style="list-style-type: none"> • Safe, clean buildings • Textbooks for all students • Updated technology 	<ul style="list-style-type: none"> • Never without textbooks • Always computer / internet access • An overall Williams Compliance score of at least 92-97% 	<ul style="list-style-type: none"> • 100% of students received and had access to textbooks at home and school • Computer/internet access / updated technology for all • Williams Compliance - EXEMPLARY 100%
Suspension Rate <ul style="list-style-type: none"> • School Climate 	<ul style="list-style-type: none"> • Student creation of TOOLS and use throughout the year 	<ul style="list-style-type: none"> • TOOLS created, but very rarely worn by students. TOOLS still reinforced daily

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> • Take 5 on their own when needed • On-going and daily interaction in the rooms and halls with immediate communication when absent and ongoing 	<p>by teachers, counselor and administrator.</p> <ul style="list-style-type: none"> • Take 5 used randomly • Communication and interaction with parents and students appropriate and immediate for the most part. Some enabling occurred on the part of both school and parent

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 showcase best practices.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Prepared for Williams Compliance visit	Textbook review and facility check with work orders and repairs completed as needed.	N/A	N/A
Identify and concentrate on SEL through enrollment process.	Continued to identify students as they enroll. Also planned, created an activity for all students through TOOLBOX as their first assignment.	\$1,500 LCAP <u>\$1,000 Site</u> \$2,500 total	\$1,500 LCAP <u>\$500 Site</u> \$2,000
Identify and support those “At-Promise” youth with attendance and work produced challenges.	Identified and supported “At-Promise” youth with the expansion of the ARP and other programs such as POL, TUPE, BTS BBQ, socials, etc.	\$4,500 LCAP \$1,500 TUPE <u>\$500 Site</u> \$6,500 Total	\$4,000 LCAP \$1,500 TUPE <u>\$500 Site</u> \$6,000

ANALYSIS

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

- Continued efforts with textbook inventory and articulation with Ed Services.
- Walk arounds with M&O and work orders to repair and/or upgrade facility items to be in compliance.

- Continued mindfulness, purchased TOOLBOX program (in 3rd year), used Take 5's and student lead assignment(s).
- "At-Promise" youth identification and distribution. Staff would do the following three things daily with them (greet student "Good day" (or start with "Hello"), check for understanding during class, and check for understanding at the end of class before the leave).
- Culturally and socially responsible activities such as, Anti-bullying, Drug-free, Acts of Kindness.
- Month of March was dedicated to Multiculturalism and full inclusion with activities, displays and promotions.
- Purchased promotional material to display throughout the school.
- Purchased student folders for each student. Folders are printed with school information, strategies for success and all graduation requirements for easy access.

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

- Highly effective as no student went without a textbook.
- Facility was clean and safe.
- As indicated in the CHKS, students felt connected, safe and cared for.
- Student attendance (work produced) improved by 1% (82%) for the school year and violence and suspensions decreased from 6 incidents to only 1 incident that caused a suspension.

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

Shifted as the need justified.

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.

- Mindfulness has become part of the school culture and embedded in our program.
- Found in SPSA Goal 1 under SEL

School Goal 2

- Strengthen student achievement in ELA and Math specifically.
- Increase the number of credits completed and satisfactory progress in relationship to individual needs.
- Continue to address and evaluate formative assessments in all content areas, including the use of technology to adjust for student success.
- Meet state and federal accountability measures (LEA 2.A.), including investigation of new ideas.

- Demonstrate student proficiency in all content standards (LEA 2.B.)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	<ul style="list-style-type: none"> • Approved status- October 2018 • Increased the number of minimum credits earned based on individual needs. • Decrease the amount of failures in Math • Increase attendance rate • Increased the graduation rate (DASS) 	<ul style="list-style-type: none"> • DASS approved • 5,196 credits earned. Individual needs was more difficult to measure and students continue to take the road less traveled. • 50 math failures. • Increased attendance by 1% (82%) new all-time high. • 82.9% graduation rate (new all-time high). This was an increase of 15.2% from last school year.
Academic <ul style="list-style-type: none"> • CAASPP Data ✓ Participation Performance Levels (%)	<ul style="list-style-type: none"> • Participation rate of 96% in all tests. • Positive gains in all areas 	<ul style="list-style-type: none"> • Participation rates - Math 95.45%; ELA 94.32% Science 96%. • Scores - Math S/T Met-Exceeds 9.64% (+2%) and overall we closed our below standards met by a 17.2 point increase (105 points); ELA S/T Met-Exceeds 29.76% (-13%) and overall we closed our below standards met by a 22 point increase (32.2 points).
Academic Read 180 Assessments (Reading Levels)	<ul style="list-style-type: none"> • Over 75% assessed and appropriately placed. • Better ELA support and successes 	<ul style="list-style-type: none"> • 96% students assessed and appropriately placed based on scores • Support given with Read 180, etc., and grades/credits proficient although CAASPP scores reflected otherwise.
College and Career Readiness <ul style="list-style-type: none"> • CA School Dashboard - College Career Indicator (CCI). 	<ul style="list-style-type: none"> • Additional criteria identified • "How To?" guide developed 	<ul style="list-style-type: none"> • Identified the following with graduation: Pathways, Dual enrollment, both math and ELA CAASPP scores (at

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> Strategies implemented through counseling department 	<p>least a level 3 and 2 in either ELA or math). Strategies still ongoing and not detailed or in place.</p> <ul style="list-style-type: none"> Dashboard indicates we are in the RED with only 9.1% prepared.

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
Review and adjust Master Schedule to better meet student needs (flexibility that encourages better attendance).	<ul style="list-style-type: none"> Master schedule changes were made based on individual student needs and for best for success situations. 	N/A	N/A
<p>Academic Supports</p> <ul style="list-style-type: none"> Provide a more flexible Tutorial Support (TS) model on the “Wheel”; one TS appointment per student available each day so students do not have to be here on an off – appointment day. Require Math Lab (once a week) that is monitored and tracked by teachers. Math absence phone calls immediately made by support staff. Full implementation of Socio-Metrics in the math classes. 	<ul style="list-style-type: none"> Provided at least one TS for every student with an IEP unless written in IEP. TS was a one to one situation in a CORE Wheel room (7). Required Math Lab once per week tracked. Math absence calls made by a paraprofessional and auto dialer. Full implementation of Socio-Metrics in the math classes. 		

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Full implementation of Financial Algebra (a-g) as 3rd year math class. • Study Hall supported by Study Hall Paraprofessional (8:30am – 3:00pm). • Continue to purchase supplemental materials such as ELA composition books, and Social Science Up Front Magazine. • Purchase Edgenuity (online program) to support credit recovery. • Continue to develop the WIP and the effectiveness. • All students will be assessed through the Read 180 program to provide a better understanding of reading levels and then placed accordingly. • Research CTE pathways, utilize dual enrollment at other sites to help students meet CCI. 	<ul style="list-style-type: none"> • Full implementation of Financial Algebra (a-g) as 3rd year math class. • Study Hall supported by a paraprofessional (8:15am – 3:15pm). • Purchased supplemental materials (composition books, and Social Science Up Front Magazine). • District purchased the district-wide site license for all school to utilize. • The WIP is being used but still not as effective as it can be. Some teachers are choosing to WIP or not to WIP (not all consistent). • 95% of all students assess with the Read 180 program and placed appropriately. • Continued the investigation and research of possible CTE pathways, utilizing dual enrollment at other sites in order to help students meet CCI. 	<p>\$500 Site</p> <p>\$8,250 (for IHS but through district fund) LCAP</p>	<p>\$100 Site</p> <p>\$7,417 District LCAP</p>
<p>Curriculum and Development in the areas of ELA and Math</p>	<ul style="list-style-type: none"> • Ongoing support through the district, site and Springboard. 		
<ul style="list-style-type: none"> • Continue Springboard support PD for ELA teachers 			

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Continue Math Summits and training in the ALEKS program for math teachers. Begin to implement. This year, each department will choose a PDD (may be more than one) and develop and present professional development to the entire staff. Keeping with our theme(s) and or School Goals. Continue Attendance Recognition Program (work produced) with incentives. Continue providing support and tutoring services for EL outside of the school day with positive incentives. 	<ul style="list-style-type: none"> Math Summits ongoing. Implemented ALEKS but then backed off from use as we felt it was not as effective for our population as we hoped. Each department coordinated one PD day surrounding our school-wide goals. ARP was continued and we purchased gift cards, pizza, and other items. Support offered, zero takers. 	<p>\$500 LCAP <u>\$1,000 Site</u> \$1,500 Total</p>	<p>\$1,500 LCAP <u>\$250 Site</u> <u>\$1,750 Total</u></p>

ANALYSIS

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

- For the most part the strategies and activities went as planned with implementation taking shape as the school year progressed.

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

- Still concerned with over achievement in ELA and Math on the CAASPP and our % in the CCI.
- Supports implemented had a positive effect and attendance continue to grow.
- Credit recovery option with Edgenuity led us to re-purchase as planned and led us to use a supplement for the 2019-20 school year and not use ALEKS.
- Found that hiring or having our current teacher credentialed in CTE is not as cost effective and may not be the best idea.

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

Justification with LCAP funds allowed less site based money to be used.

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.

- On-going need to address supports with students with disabilities in the areas of math. Possible Math 180 program.
- Further contract with Edgenuity as program seen as a supplement (specifically in math) as well as a credit recovery program.
- Found in SPSA Goal 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