

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kingsburg Independent Study	10 62257 0124727	5/23/2022	6/20/2022
Oasis High School	10 62257 1033729	5/23/2022	6/20/2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

This plan meets the requirements for a schoolwide program. Oasis High School is a CSI school. The use of federal funds helps the district focus on students who struggle academically and need additional support to meet the district wide goals (academic achievement, positive and safe environment, student achievement, and transition to post-secondary schooling/training). For our small district, the use of federal funds helps support specific needs, such as specialized classes (English Workshop, two-year math classes and below grade level math class) for struggling students, instructional aides in classrooms, promoting college awareness and preparation, and academic counseling.

This plan includes the use of funds from CSI. The focus of the funds is to lower suspension rates.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As with all funding, the LEA will use money in a way that best supports student learning. Title I and Title II will focus on supporting low income, English Learners, and foster students by providing support classes and professional development for teachers to better support and engage students. Title IV money will focus on creating a safe environment and providing a well-rounded education for all students. The use of how money is spent is reviewed and discussed with parent groups (Parent Advisory Committee, School Site Council, and English Learner Advisory Committee/District English Learner Advisory Committee).

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 Alternative site has met four times during the year to review the CSI plan, how money will be used and inform the school site council of other issues occurring in the district. Also, since the district is made up of a comprehensive high school and the alternative education site, collaboration on actions and goals was discussed in other committee meetings (District Advisory Committee and English Learner Advisory Committee) as well as reviewing data from parent/community, student, staff and teacher surveys.

Surveys

March 8-14, 2022- Student Survey: Student survey response- 865. Overall concerns from students were: more summer school options, more elective and AP classes, more academic support, bathrooms, engaged instruction and support from teachers.

March 7-15, 2022- Teacher Survey: Teacher survey response- 52. Overall concerns from teachers were: continue to fund tutorials, counseling and community hubs, more tutors for struggling students, more instructional aides in classrooms, mentor programs.

March 7- 15, 2022- Classified Staff and Administration Survey: Survey response- 24. Overall concerns from staff were: more mental health support, more instructional aides in the classrooms, and more tutorial and academic support.

March 7- 23, 2022- Parent/Community Survey: Parent/Community Survey- 96 responses. Overall concerns from parents were: additional electives, more challenging 9th and 10th grade classes, teachers to keep gradebooks updated, different foreign language options, and continued focus on supporting mental health needs of students.

Stakeholder Involvement

September 20, 2021- School Site Council: Discussed plans for spending CSI, budget numbers, facilities, credit recovery, WASC, independent study changes

December 13, 2021- School Site Council: Discussed plans for spending CSI, budget numbers, facilities, credit recovery, WASC, independent study changes

March 21, 2022: School Site Council: Discussed CSI, budget numbers, facilities, credit recovery, school safety plan, WASC, independent study changes, graduation, Local Wellness Plan, SPSA.

May 23, 2022- School Site Council: Presented 22-23 SPSA and Local Wellness Plan. SPSA and Local Wellness Plan were approved. There were no questions or concerns.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Oasis High School is in CSI. Kingsburg Independent Study was exited from CSI during the 2021-22 school year. Resource inequities have been identified through data analysis and include: the need for access to more on site counseling services for our students, access to intervention specialists on school campus, and access to technology while not on school campus to connect with staff and counselors. The LEA helped support the school site in identifying resource inequities by allowing the school site time to collaborate with educational partners during the school day and also researching data for the school site as needed. Resources will be targeted towards mental health counselors that can be on site during the school day and accessible to all students. Resources will also be used to address technology and making sure all students and families have access to the Internet outside of school.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

KJUHSD believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.

Identified Need

Academic achievement has always been the focus of the district. Dashboard results show that in the area of statewide assessment, the district is below average level 3 in math and only slightly above average level 3 in ELA. Our EAP scores are below the state average. Through stakeholder surveys and input, the district needs to look at adding more AP and honor classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
H.S. graduation Rate	<p>Baseline: OHS- 78.6% graduation rate KIS- 52.6% graduation rate Data Year: 2019-20 Data Source: DataQuest</p> <p>Actual: OHS- 76.5% graduation rate KIS- 65.4% graduation rate Data Year: 2020-21 Data Source: DataQuest</p>	<p>2020-21: OHS: 83% KIS: 70%</p> <p>2021-22: OHS: 83% KIS: 70%</p>

<p>State Standardized Assessments as measured by Math CAASPP percent met or above</p>	<p>Baseline: Met or exceeded standards OHS- 0% KIS- 5.9% Data Year: 2018-19 Data Source: CAASPP</p> <p>Actual: Met or exceeded standards OHS- 0% KIS- 13.04% Data Year: 2018-19 Data Source: CAASPP</p>	<p>2020-21: OHS- 5% KIS- 10%</p> <p>2021-22: OHS: 5% KIS: 15%</p>
<p>State Standardized Assessments as measured by English CAASPP percent met or above</p>	<p>Baseline: Met or exceeded standards OHS- 30.77% KIS- 70.58% Data Year: 2018-19 Data Source: CAASPP</p> <p>Actual: Met or exceeded standards OHS- 25.0% KIS- 47.83% Data Year: 2018-19 Data Source: CAASPP</p>	<p>2020-21: OHS- 35% KIS- 73%</p> <p>2021-22: OHS: 35% KIS: 73%</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English learners, low income

Strategy/Activity

Credentialed teachers for core classes that do not meet grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
<p>1) Title I a) \$287,684</p>	<p>1) Title I Part A a) 1000-1999: Certificated Personnel Salaries</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Core curriculum that provides additional support for areas of need. The curriculum provides online adaptive instruction and practice.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1) CSI
a) \$12,513

1) CSI
a) 4000-4999: Books and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Lunchtime and After School Intervention: Provide tutoring support through staff and online tutoring system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1) A-G Completion Grant
a) \$5,000
b) \$2,500

2) A-G Completion Grant
b) 5800: Professional/Consulting
c) 1000-1999: Certificated Personnel Salaries

Goal 2

Maintain a positive and safe environment- KJUHS D believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens.

Identified Need

Through parent and student surveys, it was noted that though students feel safe, they feel there is room to improve. The district chronic absenteeism is high and the district feels this number needs to be reduced. With the introduction of student devices, the need for continued education in digital citizenship is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance as measured by district average attendance	<p>Baseline: 94.8% Data Year: 2019-20 Data Source: P-2 2019-20: Accurate attendance not measured due to school closure</p> <p>Actual: 92.95% Data Year: 2021-22 Data Source: P-2</p>	<p>2020-21: Maintain 97% or higher</p> <p>2022-23: Maintain 97% or higher</p>
Chronic Absenteeism as measured by % students with 10% or more absenteeism	<p>Baseline: OHS: 44.2% KIS: 42.1% Data Year: 2018-19 Data Source: DataQuest</p> <p>Actual: OHS: 67.2% KIS: 61.5% Data Year: 2018-19 Data Source: DataQuest</p>	<p>2020-21: OHS- 30% KIS- 30%</p> <p>2021-22: OHS- 30% KIS- 30%</p>
Suspension rate	<p>Baseline: OHS- 12.7% suspension rate KIS- 0% suspension Data Year: 2019-20 Data Source: DataQuest *Note, 2019-20 was not a full year.</p>	<p>2020-21: OHS- 8% KIS- 0%</p> <p>2021-22: OHS- 8%</p>

	<p>Actual: OHS- 0% suspension rate KIS- 0% suspension Data Year: 2019-20 Data Source: DataQuest</p>	KIS- 0%
Expulsion rate	<p>Baseline: OHS- 1.59% expulsion rate KIS- 0% expulsion rate. Data Year: 2019-20 Data Source: DataQuest *Note, 2019-20 was not a full year.</p> <p>Actual: OHS- 0% expulsion rate KIS- 0% expulsion rate. Data Year: 2019-20 Data Source: DataQuest</p>	<p>2020-21: OHS- 1% KIS- 0%</p> <p>2021-22: OHS- 1% KIS- 0%</p>
School Climate Survey- % agree or higher for provide a safe environment	<p>Baseline: Students- 91.5% Parents- 94.7% Data Year: 2020-21 Data Source: Local Survey</p> <p>Actual: Students- 87.5% Parents- 95.8% Data Year: 2021-22 Data Source: Local Survey</p>	<p>2021-22: Students- 93%, Parents- 95%</p> <p>2022-23: Students- 95%, Parents- 95%</p>
School Climate Survey- % agree or higher for school connectedness	<p>Baseline: Students- 67.6% Data Year: 2020-21 Data Source: Local Survey</p> <p>Actual: Students- 76.3% Data Year: 2021-22 Data Source: Local Survey</p>	<p>2021-22: Students- 75%</p> <p>2022-23: Students- 83%</p>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide a safe environment for students through the use of security cameras, school safety dog, visitor check-in system, Vape detection equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1) Title IV
A) \$2,500

1) Title IV
A) 5800-5800: Professional/Consulting Services

2) CSI
A) \$12,511

2) CSI
A) 440000: Non-Capitalized Equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Contract with outside agencies to provide health services for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1) CSI
A) \$78,732

1) CSI
A) 5800-5800: Professional/Consulting Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Intervention Specialist: focus on supporting students who are at risk of graduating by monitoring academic and attendance of these students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

- 1) CSI
- a) \$97,243

- 1) CSI
- a) 2000-2999: Classified Personnel Salaries

Goal 3

Prepare students for the transition to post-secondary schooling/training both through programs directly to students and communication with parents. KJUHSD needs to prepare all students to be college and career ready.

Identified Need

College and career readiness is the goal of the district. Through educational partner meetings, a need was seen in having more options to help students achieve postsecondary success. Communication about requirements and student progress was an area educational partners wanted more information on.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement- % agree or higher for communication	Baseline: 94% Data Year: 2020-21 Data Source: Local Data Actual: 88.5% Data Year: 2021-22 Data Source: Local Data	2021-22: 95% 2022-23: 95%
Parent Engagement- Priority 3, LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Baseline: 3.23 Data Year: 2020-21 Data Source: Local Data Actual: 3.66 Data Year: 2020-21 Data Source: Local Data	2021-22: 3.50 2021-22: 3.75
Parent Engagement- # of parent/community survey responses on the direction of the LCAP	Baseline: 151 Data Year: 2020-21 Data Source: Local Data Actual: 96 Data Year: 2020-21 Data Source: Local Data	2021-22: 165 2022-23: 200

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support the College and Career Center in supporting students with transitioning into post-secondary programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Title IV 1) \$26,307	Title IV 1) 1100-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology: Provide computers and internet connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1) LCFF S&C a) \$15,000	1) LCFF S&C a) 5000-5999: Services and other operating Expenditures

Goal 4

Provide professional development and collaboration time that builds student achievement- KJUHS recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students.

Identified Need

Student standardized scores went down from the previous year. Teachers have also requested more professional development in the area of engagement and preparation for CAASPP. The transition to Next Generation Science Standards and the new social studies frameworks have created a need for professional development in these areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of standards for all students and enable ELs access to CCSS and ELD standards.	<p>Baseline:</p> <p>CCSS- Initial Implementation, 3.6 ELD- Initial Implementation, 3.11 Data Year: 2020-21 Data Source: Local Data- Priority 2 Self Reflection Tool</p> <p>Actual:</p> <p>CCSS- Full Implementation, 4.1 ELD- Initial Implementation, 3.92 Data Year: 2021-22 Data Source: Local Data- Priority 2 Self Reflection Tool</p>	<p>2021-22:</p> <p>CCSS- Initial Implementation, 3.9 ELD- Initial Implementation, 3.5</p> <p>2021-22:</p> <p>CCSS- Initial Implementation, 4.3 ELD- Initial Implementation, 4.0</p>
Implementation of State Academic Standards	<p>Baseline:</p> <p>Professional Learning as a group- Full Implementation, 4.25 Professional Learning needs of individuals- Full Implementation, 4.09 Providing support for teachers on standards not met- Full Implementation, 4.09 Data Year: 2020-21 Data Source: Local Data- Priority 2 Self Reflection Tool</p> <p>Actual:</p>	<p>2021-22:</p> <p>Professional Learning as a group- Full Implementation, 4.35 Professional Learning needs of individuals- Full Implementation, 4.25 Providing support for teachers on standards not met- Full Implementation, 4.25</p> <p>2022-23:</p> <p>Professional Learning as a group- Full Implementation, 4.5 Professional Learning needs of individuals- Full Implementation, 4.5</p>

	Professional Learning as a group- Initial Implementation, 3.89 Professional Learning needs of individuals- Initial Implementation, 3.78 Providing support for teachers on standards not met- Initial Implementation, 3.72 Data Year: 2021-22 Data Source: Local Data- Priority 2 Self Reflection Tool	Providing support for teachers on standards not met- Full Implementation, 4.5
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Contract with curriculum and instructional experts to provide professional development for all teachers in the areas of CCSS, NGSS, technology, and student engagement. Substitute teacher costs for release days and related costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1) Title II A) \$44,301	1) Title II A) 5800- Professional/Consulting Services

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS- Goal 1

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

Oasis High School did not meet any of the metrics and Kingsburg Independent Study met 2 of 3 metrics. These metrics were impacted by the hybrid schedule and CAASPP scores not being able to relate as the exam was different due to the pandemic. Students were not in-person for a full day the entire year so not all standard and material was able to be covered. The three activities in the 2021-22 were able to be implemented during the school year. The focus of intervention was credit recovery and the master schedule was adjusted to allow for more study skills classes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in intended implementation and budgeted expenditures. New technology and curriculum was purchased to better engage 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.

The focus of the SPSA will remain on use of federal funds and CSI funds. As metrics are better able to be measured, adjustments to the SPSA will be made. The focus will always remain on ensuring student achievement and success.

ANALYSIS- Goal 2

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

Oasis High School met 3 of the 6 of the metrics and Kingsburg Independent Study met 3 of 6 metrics. These metrics were impacted by the hybrid schedule and the pandemic. During the online and then hybrid schedule students did not attend due to fear of getting sick or actually being out due to COVID. The three activities in 2021-22 were able to be implemented during the school year. The intervention specialist was able to complete home visits and make regular check-ins with students. Both campus has access to three different outside agencies to support the mental health needs of the students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation of Activity 2 did not occur as the district was not able to hire an outside counselor. To help offset this, the district hired two intervention specialists to support students. All other activities had no major differences between implementation and budget.

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.

The focus of the SPSA will remain on use of federal funds and CSI funds. As metrics are better able to be measured, adjustments to the SPSA will be made. The focus will always remain on ensuring student achievement and success.

ANALYSIS- Goal 3

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

Oasis High School and Kingsburg Independent students met 1 of the 3 metrics. Communication from 2020-21 to 2021-22 was much lower due to less information needing to be sent out because of the pandemic. The two activities in 2021-22 were able to be implemented during the school year. The need for hotspots continued and both schools were able to support that increased need with the use of CSI funds.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between intended implementation and the budgeted 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.

The focus of the SPSA will remain on use of federal funds and CSI funds. As metrics are better able to be measured, adjustments to the SPSA will be made. The focus will always remain on ensuring student achievement and success.

ANALYSIS- Goal 4

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

Oasis High School and Kingsburg Independent students met 1 of the 2 metrics. The district offered a variety of professional development but through teacher and staff feedback, the professional development was not specific to individual departments. The district will adjust professional development for the 2022-23 year to focus on specific department needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Activity 2 expenditure was higher than budgeted, as the cost of hotspots almost doubled in cost due to internet companies not offering a discounted rate.

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.

The focus of the SPSA will remain on use of federal funds and CSI funds. As metrics are better able to be measured, adjustments to the SPSA will be made. The focus will always remain on ensuring student achievement and success.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 360,792
Total Federal Funds Provided to the School from the LEA for CSI	\$201,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 584,292

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$ 287,684
Title II, Part A	\$ 44,301
Title IV, Part A	\$ 28,807

Subtotal of additional federal funds included for this school: \$ 360,792

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

State or Local Programs	Allocation (\$)
LCFF	\$ 15,000
A-G Grant	\$7,500

Subtotal of state or local funds included for this school: \$ 22,500

Total of federal, state, and/or local funds for this school: \$ 584,292

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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