

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
Mupu Elementary School	56725046055156	May 10, 2019	June 17, 2019

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 Site Council (SSC), along with all Mupu certificated staff, reviewed both local and state assessments as well as parent and scholar survey results in creating the SPSA. In past years, MESD has used the Single School District plan to guide implementation of federal and state-funded programs, the allocation of resources, and reporting programs. This is the first year that the SPSA is being used to plan school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The 2018-2019 SPSA not only aligns with California's eight priorities but also with MESD's local priorities as highlighted in the Local Control Accountability Plan (LCAP).

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Mupu will increase the number of scholars, to include all significant subgroups, who meet or exceed standards in the area of English Language Arts to 49% or 2 points above Level 3.

Identified Need

Due to the small numbers of students testing, results only show information on five subgroups: English Learners, SES, Students with Disabilities (SWD), Hispanic, and Whites. The report shows that there are no student groups that are two levels below the "All Students" performance but through deeper analysis, we looked locally and found a gap occurred between "All Students" and SWD in ELA. "All Students" have a status of High and were 22.6 points above Level 3 while SWD (11 total) were Very Low with 72.7 points below Level 3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessments of Student Performance and Progress (CAASPP)	49% of All Students met or above 2 points Below Level 3 as measured on the CAASPP.	53% of All Students will meet or above 25 points Above Level 3 as measured on the CAASPP
Local Benchmarks and Assessments	48% of all students met or exceeded the standard in reading on district assessments.	53% of all students will meet or exceed the standard in reading on district assessments
Local Benchmarks and Assessments	58% of all students met or exceeded the standard in writing on district assessments.	60% of all students will meet or exceed the standard in reading on district assessments

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Planned Strategy/Activity	Proposed Expenditure
Goal 1.1: Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects to increase student achievement in all subgroups	Title I & LCFF \$10,000
Goal 1.2: Purchase K-5 CCSS ELA Program and supplementary materials, such as Wordly Wise (a vocabulary development program)	Title I & LCFF \$24,350
Goal 1.3: Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: ELD strategies, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities.	Title II & LCFF \$4,678
Goal 1.4: Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning.	LCFF \$10,00
Goal 1.5: Utilize online and digital resources such as EADMS to create online assessments and monitor student progress.	\$0
Goal 1.6: Continue intervention program through extra support in the classroom that allows for small group instruction	LCFF \$40,898

Planned Strategy/Activity	Proposed Expenditure
Goal 1.7: Provide extra intervention for struggling scholars in After School Program	\$0
Goal 1.8: Use block scheduling in grades 6 th -8 th to provide more targeted instruction	\$0
Goal 1.9: Involve parents in their child’s education through access to Parent Connect, emails, Class Dojo, and class websites	\$0

Goal 2

Mupu will increase the number of scholars, to include all significant subgroups, who meet or exceed standards in the area of Mathematics to 43% Standards met or Above 17 points above Level 3.

Identified Need

Due to the small numbers of students testing, results only show information on five subgroups: English Learners, SES, Students with Disabilities (SWD), Hispanic, and Whites. The report shows that there are no student groups that are two levels below the “All Students” performance but through deeper analysis, we looked locally and found a gap occurred between “All Students” and SWD. In math, all students (93 total) had a status of Medium and were 18 points above Level 3 while SWD (11 total) were Very Low with 116.5 points below Level 3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessments of Student Performance and Progress (CAASPP)	43% of All Students met or above 17 points Below Level 3 as measured on the CAASPP	47% of All Students met or above 10 points Below Level 3 as measured on the CAASPP
Local Benchmarks and Assessments	45% of all students met or exceeded the standard in math on district assessments	50% of all students met or exceeded the standard in math on district assessments

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Planned Strategy/Activity	Proposed Expenditure
<p>Goal 2.1: Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects to increase student achievement in all subgroups</p>	<p>Title I & LCFF \$10,000</p>
<p>Goal 2.2: Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness</p>	<p>LCFF \$37,531</p>
<p>Goal 2.3: Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities</p>	<p>Title II & LCFF \$4,678</p>
<p>Goal 2.4: Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning</p>	<p>LCFF \$10,00-</p>
<p>Goal 2.5: Utilize online and digital resources such as EADMS to create online assessments and monitor student progress</p>	<p>\$0</p>
<p>Goal 2.6: Continue intervention program through extra support in the classroom that allows for small group instruction</p>	<p>LCFF \$40,898</p>
<p>Goal 2.7: Provide extra intervention for struggling scholars in After School Program</p>	<p>\$0</p>
<p>Goal 2.8: Use block scheduling in grades 6th-8th to provide more targeted instruction</p>	<p>\$0</p>
<p>Goal 1.9: Involve parents in their child's education through access to Parent Connect, emails, Class Dojo, and class websites</p>	<p>\$0</p>

Goal 3

Mupu will maintain a 15% or higher percentage reclassification rate of number of English Learners who demonstrate language proficiency as measured by state and local assessments.

Identified Need

Due to small numbers of English Learners, there is no data regarding this subgroup on the statewide assessment. However, local assessments show that English Learners score lower than all students or other subgroups on benchmark assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessments of Student Performance and Progress (CAASPP)	60% of Redesignated Fluent English Proficient (RFEP) met standards in ELA and 42% of RFEP met standards in Math as measured on the CAASPP	60% of Redesignated Fluent English Proficient (RFEP) will meet standards in ELA and 45% of RFEP met standards in Math as measured on the CAASPP
English Language Proficiency Assessments for California (ELPAC)	30% of students reclassified	30% of students reclassified

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Planned Strategy/Activity	Proposed Expenditure
Goal 3.1: Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects to increase student achievement in all subgroups	Title I & LCFF \$10,000
Goal 3.2: Purchase K-5 CCSS ELA Program and supplementary materials	Title I & LCFF \$24,350
Goal 3.3: Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities.	Title II & LCFF \$4,678
Goal 3.4: Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning.	LCFF \$10,00-
Goal 3.5: Utilize online and digital resources such as EADMS to create online assessments and monitor student progress.	\$0
Goal 3.6: Continue intervention program through extra support in the classroom that allows for small group instruction	LCFF \$40,898
Goal 3.7: Provide extra intervention for struggling scholars in After School Program	\$0

Planned Strategy/Activity

Proposed Expenditure

Goal 3.8:
Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness

LCFF \$37,531

Goal 4

Mupu will be an environment where scholars feel welcome, engaged, and eager to learn.

Identified Need

While parent and scholar surveys show:

96% of parent survey responses feel that Mupu school is clean, safe, and in good repair

96% of parents survey responses feel that most teachers take the time to discuss grades, academic successes, or areas of improvement with their child or them as needed

93% feel that the district values parent/guardians as important partners in their students' education and actively seeks their input

85% feel that the school maintains a positive culture

(Results from California Healthy Kids Survey)

82% of 5th graders (11 scholars) and 62% of 7th graders (13 scholars) surveyed feel a high level of school connectedness or that adults care about them

73% of 5th graders and 62% of 7th graders shared there was a high level of expectation from adults in school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Citizenship Honor Roll	60% of Redesignated Fluent English Proficient (RFEP) met standards in ELA and 42% of RFEP met standards in Math as measured on the CAASPP	60% of Redesignated Fluent English Proficient (RFEP) will meet standards in ELA and 45% of RFEP met standards in Math as measured on the CAASPP
Community Service Projects	30% of students reclassified	30% of students reclassified
Suspension/Expulsion Rates	Suspension rate is 2.5% Expulsion rate is 0%	Maintain a less than 1% Suspension/Expulsion rate
Attendance Rate	Attendance rate is 95%	Maintain an attendance rate of 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Chronic absenteeism rate is 7.6%	Decrease rate to 4%
School Climate	81% of scholars in Grades 3-8 stated they were satisfied with their education	Increase Grades 3-8 satisfaction rate to 85%
Exemplary Rate of Facilities	Exemplary Rating on the Facilities Inspection Tool	Maintain an Exemplary Rating on the Facilities Inspection Tool

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Planned Strategy/Activity	Proposed Expenditure
Goal 4.1: Implement parent surveys	LCFF \$441
Goal 4.2: Continue to involve students in yearlong community service projects	\$0
Goal 4.3: Continue to support fine arts enrichment in the educational program	LCFF \$13,410
Goal 4.5: Continue to modernize and update classrooms throughout the school	LCFF \$32,600
Goal 4.6: Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning	LCFF \$10,000-
Goal 4.7: Continue K-8 field trip support to enhance curriculum and to prepare 21 st scholars to be college and career ready	LCFF \$29,523
Goal 4.8: Continue to designate Foster Youth and Homeless Liaison to ensure immediate enrollment, smooth transitions, and support as needed.	\$0
Goal 4.9: Provide extra intervention for struggling scholars in After School Program	\$0
Goal 4.10: Develop an awareness of a healthy living lifestyle including importance of attending school regularly	LCFF \$1,000
Goal 4.11:	LCFF \$24,350

Planned Strategy/Activity	Proposed Expenditure
Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning; continue with landscaping company to maintain school grounds	
Goal 4.12: Continue to engage in a Professional Learning Community where teachers collaborate on a weekly basis to discuss and strategize ways to improve student achievement	\$0
Goal 4.13: Implement CHAMPS strategies in every classroom	\$0
Goal 4.14: Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities	Title II & LCFF \$4,678
Goal 4.15 Provide counseling and mental health services for scholars	Title I \$23,130

Annual Review

SPSA Year Reviewed: 2017-2018

Goal 1A

All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2019 - 2020.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcome
California Assessments of Student Performance and Progress (CAASPP)	64% of scholars in Grades 3-8 will meet or exceed standards	59% of scholars in Grades 3-8 met or exceeded standards
Local Benchmarks and Assessments	73% of all K-2 scholars met or exceeded standard on district reading assessments	59% of all K-2 scholars met or exceeded standard on district reading assessments
Local Benchmarks and Assessments	84% of all K-2 scholars met or exceeded standard on district writing assessments	79% of all K-2 scholars met or exceeded standard on district writing assessments

Goal 1B

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2019 - 2020.

Metric/Indicator	Expected Outcomes	Actual Outcome
California Assessments of Student Performance and Progress (CAASPP)	45% of scholars in Grades 3-8 will meet or exceed standards	42% of scholars in Grades 3-8 met or exceeded standards
Local Benchmarks and Assessments	84% of all K-2 scholars met or exceeded standard on district math assessments	69% of all K-2 scholars met or exceeded standard on district math assessments

Goal 2

Mupu will maintain a 15% or higher percentage reclassification rate of number of English Learners who demonstrate language proficiency as measured by state and local assessments.

Metric/Indicator	Expected Outcomes	Actual Outcome
California Assessments of Student Performance and Progress (CAASPP) here]	100% will make progress toward English proficiency on the ELPAC assessment	100% did make progress toward English proficiency on the ELPAC assessment
California Assessments of Student Performance and Progress (CAASPP)	English Learners will be 5 points above Level 3 on the ELA statewide assessment	Subgroup too small to calculate data
California Assessments of Student Performance and Progress (CAASPP)	English Learners will be 25 points below Level 3 on the Math statewide assessment	Subgroup too small to calculate data

Goal 3

All students will be taught by highly qualified teachers.

Metric/Indicator	Expected Outcomes	Actual Outcome
Educator Equity: LCAP Addendum Criteria & Guidance	100% of Teachers will be NCLB Highly Qualified and will participate in district-sponsored professional development, with a focus on understanding and delivering high quality instruction for Common Core State Standards	There were no teachers that are considered ineffective or out-of-field. There was one out of eight teachers that was considered inexperienced. She completed her induction teacher program in May.

Goal 4

All students will be educated in learning environments that are safe, drug - free, and conducive to learning. Due to low numbers, survey results are not available.

ANALYSIS

Previously, all goals and specific actions were outlined in the Single School District Plan which also guided the Local Control Accountability Plan. Mupu Elementary School is now using the Single Plan for Student Achievement to guide the LCAP. All LCAP goals were implemented for the 2017-2018 school year.

Goal 1A: Based on CAASPP scores, and as the result of full implementation of all strategies and activities, overall student achievement is improving. "All Students" achieved a status of High and increased 28.6 points in ELA.

Goal 1B: All students in Math showed a Medium status with an increase of 6.1 points. While there was a slight improvement with all students and most subgroups, MESD will be putting more effort into all subgroups, which will result in greater increase of student achievement.

Goal 2: English Learners continue to do well at Mupu with 31% of scholars being reclassified as Redesignated Fluent English Proficient. Additionally, those that are classified RFEP scored 59% standards met or exceeded in ELA (All Students- 60%) and 46% standards met or exceeded in Math (All Students- 42%).

Goal 3: All teachers participated in Professional Learning Communities and attended various professional development opportunities throughout the year. There are no ineffective teachers or out-of-field teachers at Mupu.

Goal 4: Based on parent and scholar surveys, Mupu is maintaining an environment that is safe, drug-free, and conducive to learning.

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

\$ 29,803

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

DESCRIPTION**AMOUNT**

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

\$241,911

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	\$17,453
Title II	\$2,350
Title IV	\$10,000

Subtotal of additional federal funds included for this school: \$29,803

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 (\$)
Local Control Funding Formula	\$212,108

Subtotal of state or local funds included for this school: \$212,108

Total of federal, state, and/or local funds for this school: \$241,911

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/guidanceusesinvestment.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/guidanceusesinvestment.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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