School Year: [2022-23]

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the [SPSA Template Instructions](#_Instructions).

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
| --- | --- | --- | --- |
| [Helendale Secondary School (Riverview Middle School)] | [36-67736-6107072] | [26 October 2022] | [9 November 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)

[The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic

performance of all students. California Education Code sections 41507, 41572, and 64001 and t he

federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all

school plans for programs funded through the ConApp and ESEA Program Improvement into the

SPSA.]

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.

[The School Site Council has analyzed the needs of all student groups and has considered the

effectiveness of key elements of the instructional program for students failing to meet academic

standards or require support in additional areas to ensure that the needs of the whole child are met.

As a result, it has adopted the following school goals, related actions, and expenditures to raise the

academic performance of students and ensure that the behavior and their social emotional needs are

being met.]

## 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**

[At monthly School Site Council meetings, the SPSA and progress of current practices to improve student

achievement was reviewed, planned, and updated. Student progress and improvement is also reviewed at monthly staff meetings throughout the school year. Student data involving behavior, academic progress, and

attendance is reviewed and discussed at all staff meetings, PLC meetings and teacher meetings continuously

throughout the year.]

## Resource Inequities

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

[N/A]

## 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

[LEA GOAL: Math- Increase student proficiency levels on CAASPP Summative Assessments]

#### Identified Need

[Improvement of general instruction, benchmarks and CAASPP outcomes are continually discussed to ensure that students are reaching intended results that exceed average state outcomes and evolved yearly to meet standards that will achieve results that indicate student success upon graduation of high school.]

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| [7th and 8th Grade Student CAASPP/SBAC Test Scores that meet or exceed standards.] | [19.29% (2022 Results) of students met or exceeded standards.] | [40% of 7th and 8th grade students meet or exceed the standards on the 2023 CAASPP assessment.] |

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

#### 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

[During the 2022/2023 school year, our site plans on utilizing Exact Path portion of the Edmentum curriculum program to test our students for their benchmarks. Our school will be exploring lunch and after school intervention programs to promote student success and opportunities for learning. We will be using MobyMax to bridge gaps in learning. Peer tutoring remains available weekly to provide more support for our struggling students. Our math department uses my.hrw.com curriculum and curated intervention material for our students. Online formats are available with (with tutorials) for students to utilize at home.]

**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) |
| --- | --- |
| $9,500 | Expanded Learning Opportunities Grant, Title III |

## 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

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

[The implementation of the peer tutoring program has been influential in pre-pandemic years in the progress and success of our students. Last year was the first time our students have taken the SBAC in a school setting and test scores have decreased dramatically. We will reimplement the use of Edmentum to design benchmarks and determine success levels of students in four testing opportunities. These results will lead instruction and help teachers assess the development of the students over the course of the school year. The use of Exact Path through Edmentum and Moby Max in our classes allow students the opportunity to bridge gaps in learning. Our math curriculum continues to benefit student learning in our goals to incorporate Common Core instruction and deeper level thinking to achieve higher scores on future SBAC CAASPP testing.]

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

[No major differences identified.]

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.

[This SPSA will serve as a baseline and no changes are planned to be changed at this time.]

### Goal 2

[LEA GOAL: ELA- Increase student proficiency levels on CAASPP Summative Assessments]

#### Identified Need

[Improvement of general instruction, benchmarks and CAASPP outcomes are continually discussed to ensure that students are reaching intended results that exceed average state outcomes and evolved yearly to meet standards that will achieve results that indicate student success upon graduation of high school.]

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| [7th and 8th Grade Student CAASPP/SBAC Test Scores that meet or exceed standards.] | [36.24% (2022 Results) of students met or exceeded standards.] | [80% of 7th and 8th grade students meet or exceed the standards on the 2023 CAASPP assessment.] |

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

#### 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

[During the 2022/2023 school year, our site plans on utilizing Exact Path portion of the Edmentum curriculum program to test our students for their benchmarks. Our school will be exploring lunch and after school intervention programs to promote student success and opportunities for learning. Peer tutoring remains available weekly to provide more support for our struggling students. Online formats are available with (with tutorials) for students to utilize at home.]

**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) |
| --- | --- |
| $4,000 | Expanded Learning Opportunities Grant |

## 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

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

[The implementation of the peer tutoring program has been influential in pre-pandemic years in the progress and success of our students. Last year was the first time our students have taken the SBAC in a school setting and test scores have decreased dramatically. We will reimplement the use of Edmentum to design benchmarks and determine success levels of students in four testing opportunities. These results will lead instruction and help teachers assess the development of the students over the course of the school year. The use of Exact Path through Edmentum and Moby Max in our classes allow students the opportunity to bridge gaps in learning. Our ELA curriculum continues to benefit student learning in our goals to incorporate Common Core instruction and deeper level thinking to achieve higher scores on future SBAC CAASPP testing.]

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

[No major differences identified.]

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.

[This SPSA will serve as a baseline and no changes are planned to be changed at this time.]

### Goal 3

[LEA GOAL: Students will be provided an opportunity to take elective courses beyond the core curriculum.]

#### Identified Need

[Elective classes provide the forum for students to develop passions for learning and drive them to explore interests that possibly lead to career paths. It is a goal of Helendale Secondary School to develop a range of courses that stimulate interest in post-graduation schools or vocations.]

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| [Number of electives offered during the school year.] | [29 Electives are offered through Edmentum and in-seat courses. Recent additions include Art and Music Appreciation.] | [Maintain current amount of electives and increase student participation and support in these electives as measured through SEL and academic surveys.] |

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

#### 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

[Current in-seat activities include Art, Music Appreciation, Robotics, Study Skills, Band, Digital Media, and ASB. Our goal is to create courses that motivate students and help them develop a passion f or learning. Elective courses provide a venue to make learning interesting and valued.]

**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) |
| --- | --- |
| $2,500 | Expanded Learning Opportunities Grant, Title II, Title IV  |

### Goal 4

[LEA GOAL: Increase the amount of technology that student have access to in the school setting.]

#### Identified Need

[Students need to be provided with multiple opportunities for learning through technology, and staff need to be provided the ability to enhance their work and their teaching through the use of technology. We will maintain our goal of having a 1 to 2 student to device ratio. 20% of our devices will be replenished or replaced to ensure that the technology is up to standard.]

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| [Student and teacher online access. Student and teacher device to user ratio.] | [Teachers have 1:1 device to user ratio and students have a 2:1 device to user raio.] | [Continued maintenance of chromebooks and a replacement or upgrading of 20% of our inventory will be implemented. Students will utilize their technology for instructional purposes.] |

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

#### 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

[Ensure that each classroom has a chromebook cart and that a chromebook and hotspot is available to any student who needs one for home use. We also are going through and replacing at least 20% of the older chromebooks with new ones with the intent of maintaining our inventory.]

**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) |
| --- | --- |
| $15,000 | Expanded Learning Opportunities Grant |

## 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

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

[Additional monies received from state and federal sources increased our technology surplus to be able to provide take home devices to all students, should it be required. Replace 20% of the older chromebooks. Chromebooks were not checked out to students overnight unless there were individual 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.

[Additional monies received from state and federal sources increased our technology surplus to be able to provide take home devices to all students, should it be required.]

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.

[This SPSA will serve as a baseline and no changes are planned to be changed at this time.]

### Goal 5

[LEA GOAL: Continuation of Common Core Standards Instruction.]

#### Identified Need

[Students will achieve at the highest levels possible through effective teaching strategies and environments in all core subject areas. Quarterly Benchmark Assessments/SBAC Interim Assessments aligning with Common Core will be created and implemented.]

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| [Professional Learning Communities (PLC) meetings, vertical alignment of standards, and vertical articulation.] | [PLC meetings were implemented to ensure that standards were met. Benchmarks and Pre-tests were designed in these meetings to create predictable data to track learning and identify academic needs of our students.] | [PLC meetings will continue and benchmark data will be analyzed. Pacing plans are being designed and refined to set consistent goals for student learning. Strategies on improving instruction and l earning are shared within a collaborate PLC setting.] |

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

#### 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

[PLC meetings. Implementation of benchmark tests and pretests to gauge the progress and initial knowledge base. Teachers will meet periodically throughout the year on Fridays to collaborate on best teaching practices and to share ideas on how standards are being implemented. Meet throughout the year to align benchmarks and create pacing plans with the standards being taught in each quarter. Review feedback from teachers regarding the materials that were purchased to supplement the Common Core Standards to ensure they are meeting the needs of supplementing the Common Core Standards for future purchases.]

**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) |
| --- | --- |
| $2,000 | EEBG, Title II |

## 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

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

[Through the use of benchmarks and PLC groups, our teachers are able to collaborate to assess data that will better guide instruction and allow them to pace their classes based on student need.]

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

[PLCs are scheduled at approximately one (1) PLC per month. Based on needs, this may increase to two (2) meetings per month until achievement indicators present progress.]

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.

[This SPSA will serve as a baseline and no changes are planned to be changed at this time.]

### Goal 6

[LEA GOAL: Implementation of Next Generation Science Standards.]

#### Identified Need

[Students will achieve at the highest levels possible through effective teaching strategies and environments in all core subject areas. Semesterly Assessments aligning with NGSS will be created and implemented.]

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| [Professional Learning Communities (PLC) meetings, vertical alignment of standards, and vertical articulation.] | [PLC meetings were implemented to ensure that standards were met. Benchmarks and Pre-tests were designed in these meetings to create predictable data to track learning and identify academic needs of our students.] | [PLC meetings will continue and benchmark data will be analyzed. Pacing plans are being designed and refined to set consistent goals for student learning. Strategies on improving instruction and l earning are shared within a collaborate PLC setting.] |

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

#### 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

[Review items available through the current publishers to determine what additional materials are needed to supplement for the Next Generation Science Standards. Meet throughout the year to align benchmarks with the standards being taught in each quarter. Teachers will meet periodically throughout the year on Fridays to collaborate on best teaching practices and to share ideas on how standards are being implemented. Review feedback from teachers regarding the materials that were purchased to supplement the Next Generation Science Standards to ensure they are meeting the needs of supplementing the Next Generation Science Standards for future purchases.]

**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) |
| --- | --- |
| $2,000 | EEBG, Title II |

### Goal 7

[LEA GOAL: Provide a Multi-Tiered System of Support to ensure that the whole child’s needs are met academically, behaviorally, and social/emotionally.]

#### Identified Need

[The school will maintain a safe and healthy learning environment for all students and staff. Data collection systems will be used to track the amount of behavior incidents; 5% reduction in suspensions from 2021-22 school year. We will continue to utilize two counselors to address the academic, behavioral, and social/emotional needs of our students. Check in Check out (CICO) strategies incorporated into our program to get more support to our at-risk population. Use of software analytics to assess student need for intervention.]

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| [Lunch Detentions and Suspensions, both in-school and out of school.] | [In the 2021-22 School Year there were 65 Lunch Detentions served and 27 Suspensions.] | [A reduction of Lunch Detentions to be no greater than 61 and suspensions to be no greater than 24.] |

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

#### 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

[Attend the annual PBIS conference with at least 4 site members. Improve CICO procedures for tier 2 students to increase parent support and notification. Increase our counseling staff to two (2) full-time counselors to handle the additional workload. Design lunch and after school intervention programs in increase student support and achievement. Hold monthly PBIS/MTSS meetings to discuss ways to positively impact students. Explore additional ways to increase positive behavior and safety on campus.]

**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) |
| --- | --- |
| $1,500 | EEBG, Title II |

## 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

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

[Students have been supported in their behavior goals and their social/emotional needs are being addressed through the tiered CICO process. Meetings have given staff time to collaborate to develop ideas for positive reinforcement of good behaviors. We have also identified problem behaviors and created strategies in our PBIS meetings to address re-occurring behaviors with teachers at our staff meetings.

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

[PLCs are scheduled at approximately one (1) PLC per month. Based on needs, this may increase to two (2) meetings per month until achievement indicators present progress.]

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.

[This SPSA will serve as a baseline and no changes are planned to be changed at this time.]

## 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

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

[Through the use of benchmarks and PLC groups, our teachers are able to collaborate to assess data that will better guide instruction and allow them to pace their classes based on student need.]

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

[No major differences identified.]

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.

[This SPSA will serve as a baseline and no changes are planned to be changed at this time.]

## 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 | $4,537 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $36,500 |

###  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 II | $2,068 |
| Title III | $1,058 |
| Title IV | $1,411 |
| [List federal program here] | $[Enter amount here] |
| [List federal program here] | $[Enter amount here] |

Subtotal of additional federal funds included for this school: $4,537

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 ($) |
| --- | --- |
| Educator Effectiveness Block Grant | $2,021 |
| Expanded Learning Opportunities Block Grant | $29,940 |
| [List state or local program here] | $[Enter amount here] |
| [List state or local program here] | $[Enter amount here] |
| [List state or local program here] | $[Enter amount here] |

Subtotal of state or local funds included for this school: $31,963

Total of federal, state, and/or local funds for this school: $36,500

# 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](#_2bn6wsx)

[Goals, Strategies, & Proposed Expenditures](#_1pxezwc)

[Planned Strategies/Activities](#_41mghml)

[Annual Review and Update](#_3fwokq0)

[Budget Summary](#_3fwokq0)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#_37m2jsg)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#_1mrcu09)

[Appendix C: Select State and Federal Programs](#_46r0co2)

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 Federal Programs and Reporting 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 selectingfrom 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 describe the process used to develop, in partnership with stakeholders, the CSI 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 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

1. The development of the SPSA shall include both of the following actions:
	1. 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:
			1. 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
			2. 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—
				1. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
				2. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
				3. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
				4. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
				5. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
	2. 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

1. The SPSA shall include the following:
	1. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
	2. 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--
			1. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
			2. use methods and instructional strategies that:
				1. strengthen the academic program in the school,
				2. increase the amount and quality of learning time, and
				3. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
			3. 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:
				1. strategies to improve students’ skills outside the academic subject areas;
				2. preparation for and awareness of opportunities for postsecondary education and the workforce;
				3. implementation of a schoolwide tiered model to prevent and address problem behavior;
				4. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
				5. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
	3. 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.
	4. 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.
	5. 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).
	6. 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.
	7. 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.
	8. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
	9. 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, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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