

School Year: 2018-2019

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orange Center School	10 62331	May 14, 2019	June 12, 2019

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Increase student achievement of all students and sub groups

Identified Need

Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation, because we are a K-8 single school district and as API has been suspended.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3	ELA: 2017-18: 25.6 points below "Met" Increase of 16.5 points	ELA: 2018-2019: 20 points below 'Met'
State Standardized Assessments as measured by Math CAASPP scores Distance from level 3	Math 2017-18: 54.5 points below "Met" Increase of 12.8 points	Math: 2018-2019: (Low- 50 points below 'Met')
EL annual growth as measured by CELDT/ELPAC annual growth data	Number of Students: 146 Level 4 - Well Developed 34.9% Level 3 - Moderately Developed 37.7% Level 2 - Somewhat Developed 20.5% Level 1 - Beginning Stage 6.8%	2018-2019: Percent of ELs making annual growth in English: 73.5

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To increase the number of English Language Learner students who are reclassified, the District has provided English Learner intervention and support through the supplemental services provided by an English Language Coordinator and Instructional Aide(s). The District has also provided professional learning opportunities to staff members who work with EL students. These services have been principally directed toward the unduplicated student population.

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)
\$4,166.00	Title I (Certificated Salaries and benefits)
\$57,269.55	Title I (Classified Salaries and benefits)
\$6,641.00	Title III LEP (Materials and supplies)
\$6,929.00	Title III LEP (Conferences, consulting)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, creation and implementation of an intensive intervention program for students who demonstrate proficiency levels of 2 or more years below grade level expectations in the area of ELA and Mathematics, as measured by CAASPP results, RESULTS data, STAR Reading Assessments, and

local benchmark data. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, and STAR Reading.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,976.00	Title IV A (Material and Supplies)
\$13,610.44	Title II part A - (Certificated Salaries and Benefits)
\$858.37	Title II Part A - (Materials and supplies)
\$16,736.50	Title II part A - (conferences, consulting and contracts))

Goal 2

Students and staff will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.

Identified Need

County Williams visits point out a need to continue to update and maintain facilities. Discipline data indicates a need for a positive intervention approach.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities Maintained as measured by annual FITs or SARC review	FIT Score 2017-2018: "Good"	FIT Score 2018-2019: "Good"
Attendance as measured by district average attendance	2017-2018: 95.86%	2018-2019: 97%
Chronic Absenteeism as measured by % students with 10% or more absenteeism	2017-2018: 11.7%	2018-2019: -2% to 9%
M.S. Dropout Rate	2017-2018: 0%	2018-2019: 0%
Suspension rate	2017-2018: 9.5%	2018-2019: -2% to 7.6%
Expulsion rate	2017-2018: 0%	2018-2019: 0%
School Climate Survey <ul style="list-style-type: none"> • % responses high levels for school connectedness. • % responses feel very safe at school 	2017-2018: Very connected 42.9% Somewhat connected 52.4% Not connected 4.8%	2018-2019: Very connected 95% Somewhat connected 5% Not connected 0%

	Very safe 38.1% Somewhat safe 57.1% Not safe 4.8%	Very Safe 100% Somewhat safe 0% Not Safe 0%
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

When reviewing data for our unduplicated students at Orange Center School, data indicates that although positive gains are being made, there is a low number of unduplicated students who are meeting grade level standards in ELA, Mathematics and other core subjects. Because of this need, Orange Center School will maintain a comprehensive After School Program. As a result, we expect to see increased academic achievement for all students as measured by: CAASPP Math and ELA , ELPAC, RESULTS, Physical Fitness Exam and STAR Reading.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$52,754.00	After School Program Grant (Classified Salaries and benefits)
\$20,500.00	After School Program Grant(Materials and supplies)
\$7,000.00	After School Program Grant(Professional Consulting Services)
\$60,812.00	After School Program Grant (Sub Agreement Services)
\$29,410.86	Title IV part B - 21st Century Grant (Materials and Supplies)
\$11,781.00	Title IV part B - 21st Century Grant (Professional Consulting)
\$21,537.00	Title IV part B - 21st Century Grant (Classified Salaries and Benefits))
\$21,537.00	ACCE (Professional Consulting Services)
\$8,318.00	After School Program Supplemental Services (Materials and Supplies)
\$6,075.00	After School Program Supplemental Services (Professional Consulting Services)

Goal 3

Every student will receive rigorous, research based instruction aligned to Common Core State Standards. All English Learners will receive English Language Development (ELD) that is aligned to the current ELD standards.

Identified Need

Classroom teacher feedback and student SBAC assessment data indicates a need for continued professional development in rigor, implementation and integration of the common core standards. Implementation of the CCSS will be assured through regular classroom visitations and documentation.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Retain fully credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review and decrease the number of teachers on temporary credentials (PIP/STIP)	For the 2017-2018 school year staffing lists shows 87% (15/17) teachers have obtained a multiple subject/clear credential.	2018-19: 0/18 mis-assignments 0/18 vacancies

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

Staff was provided with professional learning opportunities to develop new instructional strategies, in the area of student engagement, technology integration, and CC integration through the use of Guided Reading and the Writing Process and other ELA standards increased services were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$13,276.69	Title II part A - (Materials and Supplies)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

The LEA will continue Common Core standard implementation and technology integration. The district provided professional learning and supplemental materials in the areas of science, mathematics, technology, and ELA, through FCSS Curriculum and Instruction Department. Increased services will be principally directed toward the unduplicated student population and are effective in meeting the district goal for the unduplicated student population.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$27,515.00	Lottery (Materials and Supplies)
\$62,276.35	Title I (Materials and Supplies)

Goal 4

Increase the number of parents, family and community stakeholders that participate in activities that are directly related to the educational experiences of their students.

Identified Need

Low numbers of parents who are involved in planning meetings and educational experiences indicate a need for an increase in the number of parents who participate in educational activities. Lack of, reliable parent involvement data, indicates the need of developing a monitoring system to gauge parent participation in all offered activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parental Engagement as measured by a summary of progress based on sign in sheets from parent engagement activities.	2017-2018: 3 engagement events totaling 218 parents with an average of 72.6 attendees/event	2018-2019: Increase average number of parents attending engagement activities to 75

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Student Families

Strategy/Activity

Administration and support staff increased steps to involve parents in the educational process by increasing communication through incorporation: phone dialers, text and emails, increased staff/parent communication experiences, education related participation incentives during parent engagement nights such as: school supplies, drawstring backpacks, books, board games, sports equipment, childcare / educational activities were made available during all evening parent meetings and were principally directed toward the unduplicated student population and were effective in meeting the district goal for the unduplicated student population. Mandated Cost, SARC creation contracts all assisted in parent communication and desegregating data to improve services for students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$77,346.91	Title I (Certificated/Classified Salaries and Benefits)

Goal 5

Every student will be promoted with 21st Century skills and a broad course of study prepared for high school success.

Identified Need

Orange Center currently offers all core subjects required. In order to extend learning elective courses and music instruction has been added to students' schedules. The need for extended learning experiences, field trips and vocational classes is still evident.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to a broad course of study as measured by review of teacher and/or master schedules	2017-2018: 100% access to a broad course of study.	2018-19: 100% access to a broad course of study.
Other outcomes of a broad course of study as measured by Physical Fitness Testing for grades 5th & 7th grade students	2017-2018: 67.1% of 5th grade students in the Healthy Fitness Zone 60.5% of 7th grade students in the Healthy Fitness Zone	2018-2019: 72.1% of 5th grade students in the Healthy Fitness Zone 65.5% of 7th grade students in the Healthy Fitness Zone

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

The LEA purchased materials and supplies to support lessons and create STEAM learning labs (k-8), makerspaces (k-8), and allowed students to extend their learning beyond the school day through Chromebook checkout system (6- 8th grade) in the ASP that increased appropriate exposure to communication, collaboration and technology instruction for all students and staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$16,483.37	Title I (Materials and Supplies)
\$6,000.00	Title IV Part A (Material and Supplies)

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 297,806.50

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

\$ N/A

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

\$ 554,810.04

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	\$217,542.18
Title II	\$44,482.00
Title III	\$13,570.00
Title IV Part A	\$11,976.00
Title IV Part B 21st Century	\$62,728.86

Subtotal of additional federal funds included for this school: \$350,299.04

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 (\$)
ASES Grant	\$21,537.00
Lottery	\$27,515.00
After School Program	\$141,066.00
Supplemental After School Program	\$14,393.00

Subtotal of state or local funds included for this school: \$204,511.00

Total of federal, state, and/or local funds for this school: \$554,810.04

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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