

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Compass Charter Schools of San Diego	37-68313-0127084	January 15, 2021	January 31, 2021

Purpose and Description

Compass Charter Schools (CCS) of San Diego is a free, nonclassroom-based public charter school authorized by the Mountain Empire. Unified School District. As a TK-12 personalized learning public charter school, CCS operates a school-wide Title I program to meet the needs of its scholars. CCS was identified by the California Department of Education for Comprehensive Support & Improvement for the performance on the California School Dashboard's Graduation Rate Indicator.

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.

Compass Charter Schools (CCS) of San Diego uses its federal funding to supplement the base instructional program for its scholars (students). The 2020-21 School Plan for Student Achievement (SPSA) has been developed to meet the federal requirements for this academic year due to the 1-year suspension of the Local Control and Accountability Plan (LCAP) as the result of the global health pandemic. Furthermore, this plan aligns to the provisions of the LCAP Federal Addendum which was approved by the California Department of Education in the 2019-20 academic year.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of CCS' mission and vision and the goals for all scholars are to remain transparent regarding all fiscal expenditures, especially state and federal funds. The Parent Advisory Council (PAC) will review and approve the LCAP annually prior to submission to the Board of Directors for final adoption.

Each learning coach (parent) will receive updated progress information about the academic growth of his/her child every eight weeks. The Assistant Superintendent & Chief Academic Officer will present the scholar achievement data quarterly for all scholar groups and significant scholar groups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

Supervising teachers (STs) and staff will meet monthly to review the progress of the scholars in their class. Scholars are provided with interventions, and STs review individual scholar progress in the core curriculum as well as in intervention. If adequate progress is being made, the STs will determine if the scholar should continue in the intervention program for an additional eight weeks. If accelerated progress is being made, the STs may determine if the scholar should discontinue the intervention program for the next two months. If a scholar is not making adequate progress, the STs may determine that the scholar needs a more intensive intervention, should be referred for a Scholar Study Team (SST), or if there is another intervention which would improve the scholar's skills.

As the stakeholders meet to determine the schoolwide goals, the review of scholar achievement data determines the types of activities that should be provided to increase achievement. The annual achievement results of scholar group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, modified, or replaced. This is a powerful process of continuous improvement.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all scholars.

CCS ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the PAC. Learning coaches serve as executive officers on the committee and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the learning coaches to propose suggestions and questions.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2020-21 School Plan for Student Achievement (SPSA) was developed in concert with our Local Control and Accountability Plan (LCAP) and Learning Continuation and Attendance Plan (LCP). This development process is part of our data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research, and analyze actions and share feedback on the efficacy of actions. Budget development is synched with LCAP/LCP/SPSA development, so the analytical work of the LCAP/LCP/SPSA drives the development of the budget. Below you will find the timeline for stakeholder engagement and approval process for our SPSA:

Scholar Leadership Council Meeting (September 8, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Parent Advisory Council Meeting (September 18, 2020): Reviewed the LCP and provided feedback for the 2020-21 plan.

Leadership Team Meeting (January 9 & 10, 2020): Reviewed and discussed the feedback provided by stakeholders.

Parent Advisory Council Meeting Approval (January 15, 2021) Reviewed the SPSA and provided final feedback.

Board of Directors Meeting (January 31, 2021): Final SPSA approved.

Resource Inequities

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

The 2019 California School Dashboard demonstrates the following priority areas of need for Compass Charter Schools (CCS) of San Diego:

- **Graduation Rate Indicator (GRI):** Schoolwide performance was identified as “Red” which demands immediate attention to improve the 46.7% graduation rate as a school. Additionally, the Socioeconomically Disadvantaged (SED) scholar group underperforms the schoolwide performance with 40% graduating in 2019.
- **College/Career Indicator (CCRI):** The schoolwide performance in 2019 was 7% of CCS of San Diego scholars being classified as “Prepared” for college/career.
- **Academic Indicators (English Language Arts and Mathematics):** As expected, based on GRI and CCI, the root analysis of the data points to the need for strategic focus to improve the achievement of SED, English Learners and Hispanic scholar groups in both ELA (schoolwide: “Orange”) and mathematics (schoolwide: “Red”).
- **English Learner Progress Indicator (ELPI):** CSS of San Diego’s English Learner scholars annual growth of 33.3% equates to the state performance level of “Very Low”.

Goals, Strategies & Expenditures

Goal 1: College/Career Preparation

Improve scholar achievement in English/Language Arts and mathematics to increase the percentage of scholars meeting the “prepared” level of performance for the Career/College Indicator (CCI), and thereby improving the Graduation Rate Indicator (GRI).

Identified Need

The data previously discussed in the “Resource Inequities” section provides the basis for this goal. While resources from the base program have been used effectively, the data demonstrates the need to strategically address varied needs of scholar groups to meet our targets for improvement in GRI and CCI. With English and mathematics skills being barriers to scholar achievement, the CCS of San Diego’s community believes addressing these skills will lead to gains in graduation and college/career preparedness.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Spring Internal Math Assessment (% “At/Above Grade-Level”)	71 % At/Above Grade-Level K-5 43% At/Above Grade-Level 6-8 3% At/Above Grade-Level 9-12	81 % At/Above Grade-Level K-5 53% At/Above Grade-Level 6-8 13% At/Above Grade-Level 9-12
SBAC Mathematics (% “Meets/Exceeds” Standard)	24 % Schoolwide 116.7 below standard Hispanic/Latino 104.7 below standard Socioecon. Disadvantaged 156.6 below standard English Learners	34% Schoolwide 106 points below - 10% improvement Hispanic/Latino 95 points below - 10% improvement Socioecon. Disadvantaged 142 points below 10% improvement English Learners
Spring Internal English Language Arts Assessment (% “At/Above Grade-Level”)	49% At/Above Grade-Level	59% At/Above Grade-Level
SBAC English Language Arts (% “Meets/Exceeds” Standard)	28.2 % Schoolwide 136.7 below standard Hispanic/Latino 50.2 below standard Socioecon. Disadvantaged 136.7 below standard English Learners	38 % Schoolwide 124 points below standard - 10% improvement Hispanic/Latino 45 points below standard -10% improvement Socioecon. Disadvantaged 124 points below standard - 10% improvement English Learners
Concurrent Enrollment	3.8% 2019-20	7% 2020-21
A-G Course Completion (Graduating Seniors)	20.5% 2019-20	25% 2020-21
Graduation Rate Indicator – CA School Dashboard	46.7% Schoolwide 41.7% Hispanic/Latino 40%% Socioecon. Disadvantaged 50%% White	56% Schoolwide 51% Hispanic/Latino 50% Socioecon. Disadvantaged 60% White
Career/College Indicator – CA School Dashboard	7% Schoolwide 6.9% Socioecon. Disadvantaged 8.7% Hispanic/Latino 8.3% White	17 % Schoolwide 16.9 % Socioecon. Disadvantaged 18.7 % Hispanic/Latino 18.7 % White

Strategy/Activity 1: Consultant (Graduation, College/Career)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Contract with education consultants to conduct program review, develop and implement a strategic plan focusing on improvement of graduation rates. This partnership will include targeted schoolwide professional development and leadership team support in the areas of data collection and reporting to successfully achieve the goal of increased graduation and a system for progress monitoring to maintain focus of the professional learning community.

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)
\$ 30,000 Consultant – Altitude Learning	CSI

Strategy/Activity 2: Schoolwide AVID Implementation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide training to certificated staff and paraprofessionals in Advancement Via Individual Determination (AVID) strategies and ensure schoolwide implementation of these researched-based strategies to increase student engagement, graduation rates, and college/career preparedness.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 61,773 AVID XP Online	CSI
\$ 17,500 Altitude Learning	CSI

Strategy/Activity 3: Targeted Interventions (Tutoring)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Under the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) Framework, scholars identified as needing Tier 3 supports will have access to tutoring services. Scholars will also have access to weekly office hours to schedule 1:1 math and/or English support with tutors.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 37,061 Certificated Salary (Partial): Scholar Success Coordinator	Title I
\$ 70,187 Classified Salaries: Tutors (4)	Title I
\$ 4,638 Certificated Salary (Partial): Dir. Curriculum/Instruction	Title I

Strategy/Activity 4: Summer School

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide summer school opportunities for high school scholars for credit recovery/meet graduation requirements.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 23,040 Salary: 9 Certificated Teachers, Summer School	LCFF
\$ 6,170 Salary (Partial): Summer School Administrator	Title I

Strategy/Activity 5: Summer Slide Mitigation

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide access to online academic resources in English and mathematics for at-risk Scholars to mitigate “summer slide” in these two content areas.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 7,784 Adventure to Learning	CSI
\$ 9,750 Edgenuity (Grades 6-12)	CSI
\$ 11,750 Istation (Grades K-5)	CSI

Strategy/Activity 6: Accelerated Course Option Program (ACOP)

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide Accelerated Course Option Program (ACOP) as an opportunity for scholars to take additional accredited coursework to earn credits towards graduation.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 46,980 Accelerate Education	LCFF
\$30,131 Accelerate Education	CSI

Strategy/Activity 7: A-G Course Offerings

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic/Latino, White, Scholars with Disabilities

Strategy/Activity

Provide expanded offerings for high school scholars.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$ 1,435 Leading Edge	CSI
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Goal 2: English Learner Progress

Increase achievement of scholars classified as English Learners.

Identified Need

Compass Charter Schools (CCS) of San Diego's English Learner Performance Indicator (ELPI) performance in 2019 identifies the growth of EL mastery of English is 33.3%. This requires more focused attention to ensure EL scholars not only demonstrate annual growth but reclassify as "RFEP" in order to prepare them for graduation and college/career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	22.2%	28%
ELPI Annual Progress	33.3% "Very Low"	40%
SBAC English Language Arts (% "Meets/Exceeds" Standard)	136.7 points below standard English Learners	124 points below standard - 10% improvement English Learners

Strategy/Activity 1 – English Learner Coordinator & ELD Instruction

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Our English Learner Coordinator will support English learners by providing Designated ELD using a research-based ELD curriculum and provide professional development to core teachers to ensure effective Integrated ELD instruction. In addition, the EL Coordinator will provide direct support for all EL scholars through support sessions. The combination of these strategies will increase the annual growth and reclassification rates of EL scholars.

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)
\$ 9,697 Certificated Salary (Partial): English Learner Coordinator	Title I
\$ 32,275 Certificated Salary (Partial): English Learner Coordinator	Title III

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	\$ 130,152
Total Federal Funds Provided to the School from the LEA for CSI	\$ 170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 283,546

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 III	\$32,275

[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 (\$)
[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]
[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: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

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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