

School Year: 2020-21

# School Plan for Student Achievement (SPSA) Template

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

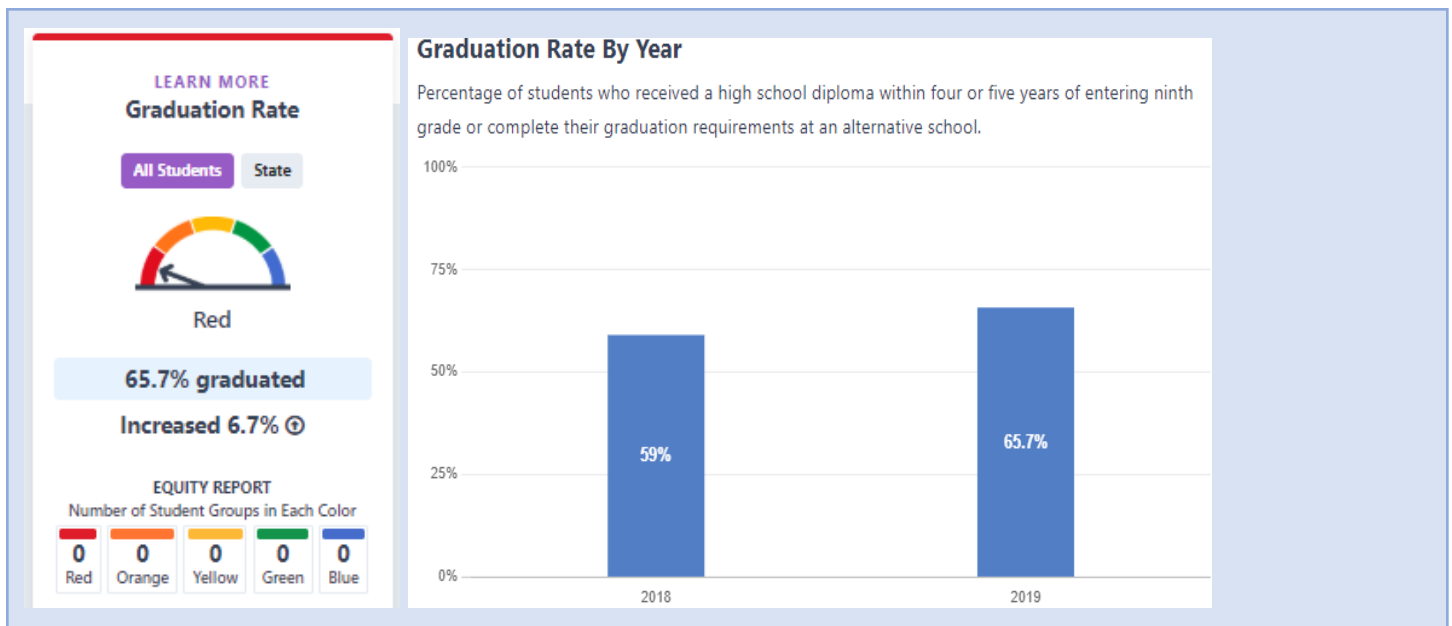
School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Opportunities for Learning - Capistrano	30 66464 6120356	5/21/2020	6/18/2020

## 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 purpose of our plan is to reflect upon current practices set forth in our 2019-20 Comprehensive Support and Improvement (CSI) plan and make adjustments to our program practices in order to increase our graduation rate in the 2020-21 school year. Our reflection process includes sharing current indicator data with all stakeholders and collaboratively establish program practice goals based on the following performance indicator:

**Graduation Rate** - Our school received a red ranking in this category. Our current data reflected on the CA Dashboard: One-year graduation rate 65.7%, which was an increase of 6.7% over the previous year.



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.

Opportunities For Learning- Capistrano plans to integrate the established goals from the 2019-20 CSI plan into the 2020-21 school year to create an effective school plan: by continuing to use the WASC focus on the learning process and action plan as a needs assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements, the plan will incorporate LCAP stakeholder engagement feedback by utilizing stakeholder feedback through a comprehensive survey gathered once a semester and through various stakeholder engagement events throughout the year. Utilizing this information stakeholders selected the evidence-based interventions that they would like to use to address our performance indicators that are in the red and/or orange on the CA Dashboard to help boost our student performance outcomes. OFL-Capistrano has also incorporated the goals, metrics, and actions as outlined in our 2020-21 LCAP to ensure alignment between LCAP and SPSA.

## 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

LCAP Stakeholder Engagement surveys, Focus Group meetings, and stakeholder engagement events were conducted during the Fall of 2018 through Fall of 2020. Additionally, The CSI process was shared with stakeholders during the LCAP stakeholder engagement events. Data utilized for WASC and LCAP needs assessment (Ren Star and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all stakeholders during parent conferences and/or Achievement Chats.

Opportunities For Learning- Capistrano utilized various platforms to engage its stakeholders throughout the year and implemented feedback obtained to continue the development of our program.

The following parent group meetings were held to continue parent engagement:

- 10/2/19 LCAP Family Art Night
- 9/10/19 WASC parent focus group
- 10/7/19 Parent/ Guardian Team meeting
- 4/24/19 School Safety Committee
- 9/3-11/22/19 Parent surveys
- 10/23/19 Parent University
- 4/24/20 Virtual College/Career Fair

Staff met with parents/guardians to provide them with opportunities to voice concerns and/or offer feedback on procedures and policies that were set in place. This open line of communication has allowed the school to get productive feedback from parents/guardians.

In addition, teachers' feedback is a vital part as well, LCAP surveys were given in the Fall and Spring semesters to provide opportunities for teachers to help develop the LCAP goals for the upcoming school years. LCAP goals were discussed at monthly school site meetings, status updates were provided at staff meetings, and monthly updates on goal progress were sent through email. Along with our LCAP survey we provided the following opportunities for staff input/feedback:

- Staff In-services Sep 21 2019, January 17 2020
- Weekly Center Meetings
- Staff Collaboration time-Professional Learning Communities every week 2 of the school month
- Team Building Events May 17 2019, November 12 2019
- Professional Development Events- multiple offerings made available through the year
- Monthly Department Level Meetings
- Staff focused surveys
- Google hangouts focused threads

LCAP Surveys were given in the Fall and Spring semesters to provide an opportunity for school leadership to help develop the LCAP goals for the upcoming school years. School leadership meets monthly to discuss current progress toward meeting the LCAP goals and how to best meet the needs of all students. In addition school leadership teams attend:

- Principals and Assistant Principals conferences
- Professional Developments opportunities to stay current in educational topics and laws
- Monthly LCAP meetings
- Weekly school leadership meetings
- SELPA meetings
- School Site Council Meetings

**Community engagement efforts utilized the following partnerships/participated in events with:**

- San Juan Chamber of Commerce
- Capistrano Unified School District
- Align Yoga Studio
- The Ceramics Studio
- Festival of Whales
- Santa's Village by the Sea
- San Juan Ecology Center
- OptumCare Medical Group
- Laura's House Thrift Store
- Goodwill Thrift Store

- Boys and Girls Club of San Juan Capistrano
- Orange County Department of Education

## Resource Inequities

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

As part of Opportunities For Learning- Capistrano 's continuous school improvement process, the staff and school leadership team collaboratively worked together to evaluate performance data in relation to resources and outcomes. Due to its small student population, Opportunities For Learning- Capistrano's is able to provide the necessary educational and instructional resources identified to meet the needs of its students. Based on the analysis of Opportunities For Learning- Capistrano 's budget, the school staff and school leadership team determined that there is a resource inequity within our 18+ student population. This subgroup of students needs additional resources with career alternate pathways that will spark their motivation to graduate and support their transition into the workforce after highschool. In addition, more resources in CTE pathways and dual enrollment through local community colleges, career focused curriculum in career exploration, and additional motivational workshops would engage 18+ students and increase graduation rates.

## 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

**Graduation Rates:** The charter aims to increase our average graduation rate of 58.25% to meet ESSA requirements of having a graduation rate at or above 68%.

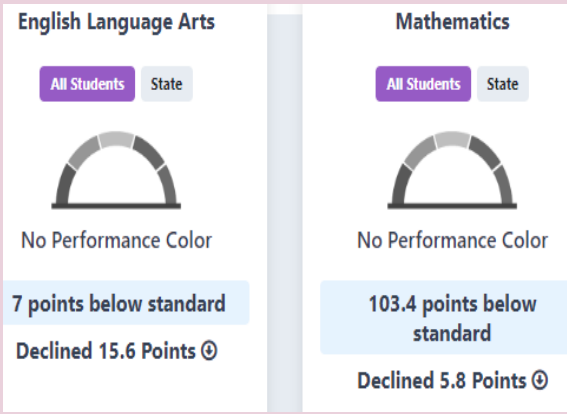
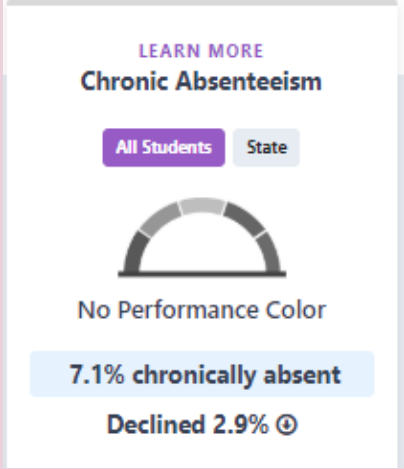
### Identified Need

OFL Capistrano had an increase of 6.7% in its graduation rate reported on the Fall 2019 CA Dashboard. Although we did not improve our coloring ranking we have made gains in our student outcomes which is reflected in our 6.7% increase over Fall 2018 CA Dashboard data. OFL Capistrano will continue to work toward improving our graduation rates and moving out of the red color ranking (lowest ranking) into a higher color ranking.



**Annual Measurable Outcomes - LCAP Metrics**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The LEA strives to maintain or increase ELA and Math academic performance indicators on the CA Dashboard.	The LEA has not had a large enough population to get a color on the CA Dashboard.	95% or above participation rate for all student groups

		
<p>The LEA aims to maintain or reduce its Chronic Absenteeism rate on the CA Dashboard</p>	<p>7.1% chronically absent</p> 	<p>At or below 7.1% chronically absent</p>
<p>The LEA aims to maintained or reduce its high school and middle school drop-out rates</p>	<p>Below 2% for all students</p>	<p>Drop-out rate will be maintained at or below 2% for all students</p>

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 Student Groups

Strategy/Activity (Evidence Based Intervention)

Expository Reading and Writing Curriculum (ERWC)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Student Groups

Strategy/Activity (Evidence Based Intervention)

Accelerated Math

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity (Evidence Based Intervention)

Achieve 3000

### 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.

Academic Achievement chats: Students and parents will meet with a credentialed teacher including a EL Specialist/Special Education teacher (when applicable) to discuss academic progress and goals, assessment data, and post-secondary plans. Interventions, additional support, and resources will be discussed to promote student progress towards graduation and post-secondary goals.	LCFF - \$2,335.70
Senior Post-secondary Planning: All seniors including SWD will meet with their credentialed teachers and/or Post-Secondary Counselor for strategic planning and goal setting based on common core state standards, college and career aspirations, GPA, assessment data, and performance standards.	LCFF - \$10,510.65
RenSTAR: The LEA will use the RenSTAR assessment to identify, monitor and track all students at the urgent intervention level as well as track Lexile growth.	LCFF - \$1,167.85
Dual Enrollment: All 11th and 12th grade students will be offered the opportunity to enroll in community college courses. This would include EL, LI, Foster, SWD, and homeless youth.	LCFF - \$2,335.70

## Monitoring of progress

Student progression and course completion data will be collected and analyzed at the end of every academic month. Leadership will analyze the data quarterly and share the findings with all stakeholders. Upon completion of the Senior Portfolio coursework the Post-Secondary Counselor (formerly known as Student Advisors) and teacher will meet with each student to go over their post-secondary plans, which includes a mock interview and resume feedback. Post-Secondary Counselor (formerly known as Student Advisors) will set a specific follow up meeting with each senior to go over post-secondary plans.

A list of truant students will be compiled each school month and shared with all stakeholders where an intervention checklist will be triggered. For example, parent conferences, alternative appointments, structured time, chunking units, bus pass etc. After two truancies in a row an Intervention Specialist (to be hired, currently using an Area Teacher I) will track and monitor each intervention student with course completion and progress towards graduation.

Post-Secondary Counselor (formerly known as Student Advisors) will implement an Advisory group where they monitor all seniors course completion each school month, implement a grad check once a student becomes a senior and schedules constant communication with students/parents, teacher and leadership on senior status.

## Annual Review

### SPSA Year Reviewed: 2019-20

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 (Evidence-based interventions) and the overall effectiveness of the strategies/activities (Evidence-based interventions) to achieve the articulated goal.

Achieve 3000 is used for students that score below grade level on our benchmark reading test through Renaissance Star. Trained staff assigned student reading lessons to supplement course work. English Language Learner students also work with an EL specialist during specific appointment times to offer structured time to complete Achieve 3000 reading lessons. With this being the first year of implementation of Achieve 3000 and the overall smaller student population, Opportunities for Learning- Capistrano has seen 55% Lexiles in EL students that utilized Achieve 3000. Our intention is to make overall lexile growth an area of focus in the upcoming 2020-21 school year for all students by utilizing this evidence-based intervention.

Accelerated Math was implemented with students that scored urgent intervention and intervention on Renaissance Star benchmark testing in Math. Students worked with trained staff such as the math intervention specialist and math teacher to complete lessons on their own or during the first 10 min of math appointments. Ren Star math scores after each administration were analyzed by Opportunities for Learning-Capistrano's staff to identify "intervention" students. These identified students had extra



appointments with math focused staff to work through math course work or Accelerated Math to focus on their foundational skills. COVID 19 pandemic forced school sites to transition to distance learning, so we were not able to see the impacts of the course or gage it's overall effectiveness with our students this school year. Our intention is to make this an area of focus in the upcoming 2020-21 school year, with the goal of improving student achievement in mathematics.

Expository Reading and Writing Curriculum (ERWC) instructional strategies were implemented in the Spring semester of 2020 with the hiring of a new English Teacher. Training was scheduled however due to Covid 19 pandemic the teacher wasn't not able to complete the full training. However, some ERWC strategies were used as a foundation for the English direct instruction class that was offered in the Spring semester. Our intention is to make this an area of focus once the ERWC training is available again.

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

The LEA did not identify any material differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities (Evidence-based interventions) to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the implementation of individualized intervention plans, senior advisory group monitoring, achievement chats, and efforts to meet ESSA requirements, Opportunities For Learning- Capistrano was able to demonstrate improvement on the CA Dashboard- College and Career Indicator (CCI). Opportunities For Learning- Capistrano had an overall increase of 8.1% and obtained the same performance level as the state of California with an increase in socioeconomically disadvantaged students who demonstrated an increase of 18.8% prepared for college/career. Opportunities For Learning- Capistrano was able to move from red to yellow on the CCI .

Initial data demonstrated by the implementation of Achieve 3000, Accelerated Math, and Expository Reading and Writing Curriculum (ERWC) indicated growth in reading and math skills for students that utilized these resources. Due to COVID 19, implementation of interventions for the Spring semester was interrupted due to transition to a distance learning platform. However, based on the initial promise of the data gathered, Opportunities For Learning- Capistrano will continue the use of these evidence- based interventions for the 20-21 school year to support increase in graduation rate.

In addition, Opportunities For Learning- Capistrano will add dual enrollment under Proposed Expenditures to provide resources to address career exploration, alternative career pathways, and motivational workshops for our 18+ student population to address the resource inequity identified by the school leadership team and

staff. The addition of this expenditure will have an overarching effect on all metrics identified to reach Goal 1 of the SPSA.

## 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

\$ 0

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

\$16,349.90 LCFF

### 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 (\$)
Not Applicable - Did not receive Federal Funding	\$0

Subtotal of additional federal funds included for this school: \$ 0

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 (\$)
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Not Applicable	\$0
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Subtotal of state or local funds included for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$0

## EVIDENCE-BASED INTERVENTIONS

**Guidance and Instructions:** All CSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. Complete questions 1 through 5 for *each* evidence-based intervention that will be implemented. Duplicate questions 1 through 5 for each evidence based intervention used in the CSI plan.

### 1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- English Language Arts (3-8,11)
  - Mathematics (3-8,11)
- English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- Suspension Rate (TK-12)
- College/Career (9-12)
- Graduation Rate (9-12)

### 2. Evidence Rating: Indicate the Evidence Rating for the intervention

- Strong, Moderate, Promising

### 3. Rating Rationale: Indicate the source that was used to determine the rating.

- What Works Clearinghouse
- Evidence for ESSA
- Other-Specify and Provide Link to Study:\_\_\_\_\_

### 4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- Continuing

How we plan to implement/utilize Expository Reading and Writing Curriculum (ERWC):

- Additional ERWC certification
- Implement ERWC Direct Instruction class(es)
- Track completion rates
- Correlational Data Analysis between Ren STAR results and ERWC

### 5. Evidence-Based Intervention Name and link to study

Expository Reading and Writing Curriculum (ERWC):

<https://www.evidenceforessa.org/programs/reading/middlehigh-school/expository-reading-and-writing-course-erwc>

**1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.**

- English Language Arts (3-8,11)
- Mathematics (3-8,11)
- English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- Suspension Rate (TK-12)
- College/Career (9-12)
- Graduation Rate (9-12)

**2. Evidence Rating: Indicate the Evidence Rating for the intervention (see p. 7 of guidance [here](#)).**

- Strong, Moderate, Promising

**3. Rating Rationale: Indicate the source that was used to determine the rating.**

- What Works Clearinghouse
- Evidence for ESSA
- Other-Specify and Provide Link to Study: \_\_\_\_\_

**4. Intervention Status: Indicate if this is a new or continuing Intervention.**

- New
- Continuing

How we plan to implement/utilize Achieve 3000:

- Additional staff training on Achieve 3000
- Strategic planning and support implementation for students
- Increase completion rates
- Correlational Data Analysis between Ren STAR and growth in Lexile scores

**5. Evidence-Based Intervention Name and link to study**

Achieve 3000

<https://www.evidenceforessa.org/programs/reading/middlehigh-school/achieve3000-secondary>

**1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.**

- English Language Arts (3-8,11)
- Mathematics (3-8,11)
- English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- Suspension Rate (TK-12)
- College/Career (9-12)
- Graduation Rate (9-12)

**2. Evidence Rating: Indicate the Evidence Rating for the intervention (see p. 7 of guidance [here](#)).**

- Strong, Moderate, Promising

**3. Rating Rationale: Indicate the source that was used to determine the rating.**

- What Works Clearinghouse  Other-Specify and Provide Link to Study: \_\_\_\_\_  
 Evidence for ESSA

**4. Intervention Status: Indicate if this is a new or continuing Intervention.**

- New  
 Continuing

How we plan to implement/utilize Accelerated Math:

- Additional staff training on Accelerated Math
- Strategic planning and support implementation for identified students
- Offer foundational Direct Instruction class time
- Track completion rates
- Correlational Data Analysis between Ren STAR Ren Star results and Accelerated Math
- Correlational Data Analysis between core course completion and Accelerated Math

**5. Evidence-Based Intervention Name and link to study**

Accelerated Math: <https://doc.renlearn.com/KMNet/R61325.pdf>

# 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](mailto: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](mailto: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](mailto: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 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**asurable, **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, its 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](mailto: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/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/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## **Appendix C: Select State and Federal Programs**

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

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

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

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

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