

# 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
Bay Area Technology School	01612590106906	December 2, 2020	12/01/20

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

Bay Area Technology School operates a Title I Schoolwide Program (SWP), designed to improve academic achievement throughout the school so all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards. The improved achievement results from improving the entire educational program of the school. Bay Area Technology School is currently in Comprehensive Support and Improvement status.

This plan was created to serve both purposes of a) Schoolwide Program and b) Comprehensive Support and Improvement.

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.

Bay Area Technology regularly reviews student performance data on state and local indicators for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black, and Latinx students. The school has developed practices to address the unique needs of each student group and measures the effectiveness of these practices by tracking progress towards annual targets. The goals, measurable outcomes, strategies, and budget expenditures align to BayTech's LCAP goals and to the specific purposes of each funding program. Ordinarily, BayTech would use the LCAP as SPSA planning option. This separate SPSA document was created to meet the federal planning requirements for 20-21 in the absence of an LCAP due to the COVID-19 pandemic.

# 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

December 2, 2020

## Resource Inequities

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

In reviewing the needs identified above and considering the resources currently available, the school determined that there is a need for a) additional academic monitoring and intervention support for students, b) individual college/career planning and counseling support for students, and c) instructional coaching. Analysis of 2019 CAASPP ELA showed Orange level performance for all students, 2.3 points lower than 2018. In 2019 CAASPP Math, we declined 8.1 points and showed Red level for all students. We had 30.6% of students in the Prepared category for College/Career in 2019, which placed our school at Orange level, and a 20.9 point decline from the prior year. This data shows that a large proportion of students are performing below grade level and not yet prepared for college/career.

The data points to the need for additional support to monitor academic progress, provide targeted intervention, and to ensure that all students have individual college/career plans and counseling support to support the fulfillment of those plans. Bay Area Technology has determined that the following resources will be essential to the success of the school improvement plan:

Administrator support from Dean of Students to provide:

Graduation coaching for all 11<sup>th</sup>/12<sup>th</sup> graders. Individual college/career plans tracking credits and credit recovery plans where needed. Academic monitoring and intervention, including Saturday School. \$146,253  
Instructional coaching for teachers. \$20,000

In order to ensure equitable allocation of resources, we will align our resources with the findings of our needs assessment and ongoing data analysis.

## 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

Provide rigorous instruction customized to challenge and meet the needs of all students in order to prepare them with 21st Century college and career ready skills.

#### Identified Need

2019 CA School Dashboard for ELA SBAC shows level Orange for all students and Red for African American students. 2019 results in Math were level Red for all students and Orange for African American students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of teachers fully credentialed and appropriately placed (CCTC)	100%	100%
% of student access to Standards Based Instructional Materials (SARC)	19-20: 100%	100%
% of students meeting growth targets on iReady math and reading tests (6-12)	Reading: 63% Math: 74%	Reading: 75% Math: 80%
% meeting or exceeding standards on ELA and Math CAASPP, schoolwide and for all subgroups	2018-19: ELA % met/exceeded standard declined 2.86% from 25.89% in 2018 to 23.03% in 2019)	10% growth
% meeting or exceeding standards on CAST	N/A	
% of graduates meeting UC/CSU entrance requirements	18-19: 4-Yr. Cohort graduates: 97.2% satisfied UC/CSU requirements	50% UC/CSU eligible
% of students college ready as assessed by EAP/CAASPP	2018-19: ELA 23% prepared Math 11% prepared	ELA: 25% Math: 15%
% of AP exam participants scoring a 3 or higher	2018-19: N/A (none taken)	50% score 3 or higher
% enrollment in courses required by the state for middle and high school	2019-20: 100%	100%
% of students participating in dual enrollment courses	2019-2020: 4	2020-2021: 7
% of EL Students improving on ELPAC (Dashboard ELPI)	2018-19: 7% reached level 4 on ELPAC	20% reach Level 4 ELPAC
EL Reclassification rate	2018-19: 6.2%	10%

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

### Strategy/Activity 1

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

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

All Students

Strategy/Activity

Standards-aligned curriculum and instructional strategies

-Implement curriculum:

- i. All Grades: CPM Math
- ii. 8-12: No Red Ink writing program
- iii. 7/8: Ready Curriculum
- iv. Standards Plus ELA and math for grades 6-8
- v. 9/10: NGSS online curriculum (name?)
- vi. Project Lead the Way, STEM curriculum

-Instructional strategies

- i. School-wide Reading for Comprehension Program, focusing on common strategies across teachers
- ii. Google Classroom

**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)
Adaptive supplemental online curriculum \$10,000	Title IV

**Strategy/Activity 2**

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

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

All Students

Strategy/Activity

ELD Program and Supports  
-Accelus ELD model for ELD classes

**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)
-----------	-----------

[Add Amount(s) here]

[Add source(s) here]

### Strategy/Activity 3

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

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

Low Income Students, English Learners, and Foster Youth

Strategy/Activity

Multi-Tier System of Support (MTSS)

#### 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)

[Add Amount(s) here]

[Add source(s) here]

### Strategy/Activity 4

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

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

Low Income, English Learners, and Foster Youth

Strategy/Activity

Adaptive supplemental online content and support

- All Grades: I-Ready – adaptive testing in reading and math
- All Grades: ReadWorks – reading comprehension program
- 9-12: UC Scout self-paced online classes
- 9-12: PLP (Professional Learning Platform) with A-G aligned credit recovery classes
- 9-12: UWorld, online adaptive SAT prep course

#### 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)

[Add Amount(s) here]

[Add source(s) here]

### Strategy/Activity 5

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

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

Low Income, English Learners, and Foster Youth

#### Strategy/Activity

College preparatory program and supports

- HS counselor focused on college/career readiness, contacting parents, and supporting at-risk students
- AP class offering: Adding AP World History in 2020-21
- Practice college admissions testing (PSAT) for high school students
- College visits or additional enrichment activities
- Online college level classes through Saylor.org
- Dual-enrollment courses taught by existing faculty
- Individual college/career counseling and academic progress monitoring and intervention, including Saturday school

#### 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)

Individual college/career counseling and academic progress monitoring and intervention, including Saturday school

CSI funds

Dean  
\$146,253

### Strategy/Activity 6

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

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

All Students

#### Strategy/Activity

Enrichment

- MS Wheel: enrichment courses in 6-week blocks in art, technology, etc.
- Art class
- Sports
- After school program
- Clubs
- Leadership class

**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)

[Add Amount(s) here]

[Add source(s) here]

**Strategy/Activity 7**

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

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

Low Income, English Learners, and Foster Youth

Strategy/Activity

Staff professional development and coaching

Coaching

-Performance coach and BTSA coaches for teachers

-2 Ed. Specialists

Training

-MTSS differentiation

-Language acquisition training using Avid Excel techniques

-Trauma-informed instruction from SELPA

-Ready Curriculum and i-Ready

-CPM training for math teachers

-Project Lead the Way training for Science teachers

-Crisis prevention training

## 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)

P.D. for data-driven instruction  
\$9,444

Title II

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

Overall, the actions were implemented as planned, despite the necessity of shifting to distance learning during the Spring of 2020 due to the COVID-19 public health crisis. We tried to maintain all the actions as much as possible but in the remote format as needed.

Overall, based on available data, we find that the actions were effective in achieving the goal.

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 major difference between intended and actual implementation was due to the global pandemic and the need to move our program online. However, as documented in the COVID-19 Operations Written Report, we were able to transition our program for full implementation in the distance learning format when we were required to do so.

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

Based on the analysis, Bay Area Technology School will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions. We have added the following components to further strengthen our academic program for 20-21: HIGHLIGHT PROGRAM CHANGES AND ADDITIONS MADE FOR 20-21 TO ADDRESS ELA, MATH (we have added ELD computer Science, ELD Algebra, ELD English) We will also prepare to make changes as necessary to adapt to COVID-19.



## Goal 2

Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement.

### Identified Need

2019 CA School Dashboard shows Chronic Absenteeism at Level Orange.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS Drop Out rate	2019-20: 0%	[Add expected outcome here]
Cohort Graduation rate (Dashboard)	2018-19: 97.2%	100%
Attendance rate	2019-20 as of 2/29/20: 96.97%	95%
Chronic absence rate	2019-20 as of 2/29/20 MS: 8.2% HS: 10%	<10%
# family engagement events	2019-2020: 10	2020-2021: 5
% of parents satisfied and comfortable with technology resources, tools, communications and access	N/A Not surveyed	80%
% of students satisfied and comfortable with technology resources, tools, communications and feeling that they have a voice	N/A Not surveyed	80%
% of parents participating in parent education events, school events and activities	N/A data not available	85%
% of staff trained in use of adopted programs, instructional strategies and communication	100%	100%
% of parents involved in school activities (Orientations, Parent Teacher Conferences, Club Meetings)	40%	85%

Parent involvement in decision making (School Site Council, ELAC, Surveys, etc.)	2019-2020: Survey participation about 30%	2020-2021: 10+ parents involved in ELAP, SSC, or other groups. Survey participation at least 50%.
Re-enrollment or 8 <sup>th</sup> grade continuation rate	2019-2020 going into 2020-2021: 84% retention from 8th to 9th	2020-2021 going into 2021-2022: 80% retention from 8th to 9th.

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)

Low Income, English Learners, Students in Special Education, and Foster Youth

#### Strategy/Activity

Intervention Services

- Focus on At-Risk/low income, EL, Special Education, and Foster Youth
- Foster and Homeless Youth Toolkits

#### 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)
Intervention Services Assistant to the Dean \$74,970	Title I

### Strategy/Activity 2

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

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

Low Income, English Learners, and Foster Youth

#### Strategy/Activity

Attendance initiatives \*

- Award and incentivize attendance and punctuality.

- Provide bus passes to and from school for EL, Foster Youth, and Low Income students.

**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)

[Add Amount(s) here]

[Add source(s) here]

**Strategy/Activity 3**

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

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

Low Income, English Learners, and Foster Youth

Strategy/Activity

Parent Education and Engagement Events \*

- High school curriculum, graduation requirements, social and emotional growth
- School discipline, parent rights, and policies relating to anti-bullying and harassment
- Parent orientation for 8th grade
- New student orientation
- College kick-off meeting
- English Learner event to discuss the process of re-designation and why it's important

**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)

[Add Amount(s) here]

[Add source(s) here]

**Strategy/Activity 4**

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

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

Low Income, English Learners, and Foster Youth

Strategy/Activity

Communication \*

- Weekly parent video
- Social media rep (managing Instagram, FB, Twitter)
- Parent/Teacher conferences
- Middle Years newsletter, to support parents of middle school students
- Parent meetings for SPED transition from district
- Apptegy communication tool (texts, emails, robocalls)
- Aeries Parent Portal for communication and online enrollment
- Postcards and good news phone calls to communicate when students are doing well
- Translation services by office staff

**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)

[Add Amount(s) here]

[Add source(s) here]

**Strategy/Activity 5**

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

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

Low Income, English Learners, and Foster Youth

Strategy/Activity

Student Engagement

- Field trips: shows, museums
- History months (Black, Hispanic, Middle Eastern, etc.)
- Spirit Week
- Talent show
- Awards ceremonies & Honor roll

- Grad Night

### 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)

[Add Amount(s) here]

[Add source(s) here]

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

Overall, the actions were implemented as planned, despite the necessity of shifting to distance learning during the Spring of 2020 due to the COVID-19 public health crisis. We tried to maintain all the actions as much as possible but in the remote format as needed.

Overall, we achieved or came close to achieving the measurable outcomes for which we have data. Overall, based on available data, we find that the actions were effective in achieving the goal.

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 major difference between intended and actual implementation was due to the global pandemic and the need to move our program online.

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

Based on the analysis, Bay Area Technology School will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions. No significant changes planned other than changes as necessary to adapt to COVID-19.

## Goal 3

Provide an attractive, clean, safe and inviting place for the school community, so students feel socially and emotionally supported and have a secure learning environment, free from physical, emotional, and digital harassment.

### Identified Need

2019 CA School Dashboard shows Suspension rate at level Red.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	2019-20: 6%	<5%
Expulsion rate	0%	0%
Student survey: % of students who feel safe and connected at school	Question was "Do you feel safe at BayTech?" On scale 1-5, with 72% answering 4 or 5.	72%
Parents survey: % of parents satisfied with school safety and connectedness	Not asked	70%
Staff survey: % of staff satisfied with school safety and connectedness	Not asked	70%
% Compliance on Site Inspections (SARC)		100%

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)

Low Income, English Learners, and Foster Youth

#### Strategy/Activity

Daily Anchoring Program  
3 Pillars defined schedule:

- i. Pillar 1 – School-wide Reading Program at start of day; breakfast (6-8) or extended first period (9-12) reading time, when all students read the same book from the Stanford Reading Book List
- ii. Pillar 2 – Adaptive technology by level, not age group, after lunch in English and Math
- iii. Pillar 3 – Eagle Take-Off period to reset for the day and promote calm and serenity

**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)
[Add Amount(s) here]	[Add source(s) here]

**Strategy/Activity 2**

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

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

Low Income, English Learners, and Foster Youth

**Strategy/Activity**

Social Emotional Support \*

- Intern middle school counselor
- Staff mentors for students to provide a safe person to talk to
- E-Therapy online counseling to provide SPED counseling
- Stop It: 2-way communication for suicide prevention and to report bullying
- GoGuardian filtering and monitoring software to make sure students are viewing appropriate content on the web; alerts staff/parents of students who are most at risk of suicide
- Nightmare on Puberty Street

**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)
School Psychologist \$52,583	Title I

### Strategy/Activity 3

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

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

Low Income, English Learners, and Foster Youth

#### Strategy/Activity

##### Restorative practices \*

- Home visits by campus security representative to discuss student behavior and build relationships
- Coach and Intervention specialist
- Mediations provided by Dean

#### 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)

[Add Amount(s) here]

[Add source(s) here]

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Facilities Maintenance and Improvements

#### 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)

[Add Amount(s) here]

[Add source(s) here]



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

Overall, the actions were implemented as planned, despite the necessity of shifting to distance learning during the Spring of 2020 due to the COVID-19 public health crisis. We tried to maintain all the actions as much as possible but in the remote format as needed.

We achieved or came close to achieving many of the measurable outcomes overall. We see a need to continue focusing on attendance, both ADA overall and decreasing chronic absenteeism. Overall, based on available data, we find that the actions were effective in achieving the goal and that we can continue toward achieving our measurable outcomes through continued implementation of the actions.

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 major difference between intended and actual implementation was due to the global pandemic and the need to move our program online.

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

Based on the analysis, Bay Area Technology School will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions. We have also added further supports and programmatic components in order to increase progress toward this goal. Additions include: **LIST PROGRAM ADDITIONS RELATED TO BASIC NEEDS, DISCIPLINE, SEL, AND SAFETY AND CONNECTEDNESS.** No significant changes planned other than changes as necessary to adapt to COVID-19.

## 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

\$ 140,453

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

\$ 313,280

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$121,009
Title II	\$9,444
Title IV	\$10,000

Subtotal of additional federal funds included for this school: \$ 140,453

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 (\$)
n/a	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$310,576

# 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 Title I Policy and Program Guidance 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 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](mailto: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/guidanceuseseseinvestment.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/>

Developed by the California Department of Education, January 2019