School Year: 2019-20

School Plan for Student Achievement (SPSA)

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>North County Trade Tech High School</td>
<td>37-68452-0114264</td>
<td>4/9/2019</td>
<td>5/14/2019</td>
</tr>
</tbody>
</table>

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 SPSA is focused as a Schoolwide Program. Being a small, single site charter high school, we use the LCAP as our primary plan and adapt it to the SPSA for inclusion to our SSC. This has always been the case, but was affirmed last year in a joint announcement from the CDE and the CCSA that it is acceptable, if not preferable, for single site districts and charters to use their LCAP as the SPSA.

At the SSC Meeting for the 2019-20 year, the SSC will use the SPSA as the primary source document. Changes directed through this group will be reflected through the LCAP process.

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.

North County Trade Tech High School is a single charter high school LEA that is committed to working with our students through a cradle to career emphasis in an Advisory based program of instruction. We do so by offering a well-rounded, STEM-focused educational setting with class size reduction of 20 to 1. All our students have access to up to date and relevant courses with high-quality staff to support their learning. Students identified as special needs, low socioeconomic or with any other barrier to accessing education will receive appropriate instructional assistance, including additional support or accommodations. Our well-rounded program of study will include wellness components and counseling through our Health and Fitness programs and daily Advisory time. Staff will receive appropriate professional development and will be the causer of learning for our students and involved in their achievement and solutions to their struggles. Technology and other forms of access will be equally available for all students.

Our federal funds will be used to support our students from low socioeconomic backgrounds, recruiting and retaining high quality staff and offering a more effective instructional program by having cohesive curricula integrating STEM and wellness throughout.

The Federal funds will also be used to support parent and family interactions with our school, help provide resources to services, fund homeless education issues as identified by staff and committees.
Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council reviewed the LCAP at its meeting. Site council meetings were scheduled from 8 to 9 am on October 9, December 11, February 12 and April 9. We only had parents in attendance on October 9th, the other days were prepared, but had no attendance. We had Parent Meetings on September 13th, October 4th and May 16th. We had our advisory meeting on December 6th.

The board reviews goals, progress and updates at every board meeting.

Resource Inequities

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

We are not in CIS status and do not have Resource Inequalities.

However, our suspension rate remains higher than average. While this on the surface appears to be troubling, we see a large influx of students after the school year begins. 20% of the students we currently have enrolled did not begin this school year at Trade Tech.

In analyzing our suspensions by analyzing students that have 3 or 4 years at Trade Tech and in every case, those students have none to fewer days of suspension over time. This indicates a change in behavior patterns, in part, by holding students accountable for their actions, but then providing services when they return to remediate their behavior and accept them back. Professional Development and stronger organizational solutions are needed to reduce the incidence of suspension and find alternatives that change behavior without the loss of instructional time.

Other than the Suspension rate, our school manages resources to our target groups as described in the Purpose and Description section.

Goals, Strategies, Expenditures, & Annual Review

Copied from the LCAP

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal
Goal 1

Our Conditions of Learning will promote achievement, career awareness and academic growth for all students, including EL, low socio-economic and Special Education.

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 7]
Local Priority: CTE

Identified Need:

Our courses need to prepare students for success from Cradle to Career. We have experienced more students applying to 4 year universities than we have in the past. Our facilities need to better aide in the preparation of students for their futures. We have had to combine multiple programs together due to space constraints. We will make a continued investment in facilities to meet our growing needs. With the growth, staff will need to continue to refine their craft. Professional development will be revised to be more effective.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses will be a-g approved</td>
<td>75% of all courses will be a-g approved.</td>
<td>75%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Staff will revise curriculum and CTE courses will maintain competencies to align Common Core standards with the CTE standards for all courses</td>
<td>All courses are in need of revision to include focus on Math and reading throughout curricula</td>
<td>Modified Metric</td>
<td>Modified Metric</td>
<td>50% of CTE curriculum will be revised by the Spring on 2020</td>
</tr>
<tr>
<td>Teaching staff will be credentialed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>with 2 year induction costs covered by the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every student will have access to all course materials. We will be 100% compliant with the Williams Act.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Adequate facilities will be provided and all facilities will be maintained appropriately.</td>
<td>80%</td>
<td>90%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Professional development and meetings will be provided to ensure employees will be an integral and valued part of the instructional design, development and growth of Trade Tech</td>
<td>60% of staff</td>
<td>65% of staff</td>
<td>70% of staff</td>
<td></td>
</tr>
<tr>
<td>The school calendar will include 180 student days.</td>
<td>175 student days required for Charter Schools</td>
<td>180 Days</td>
<td>180 Days</td>
<td>180 Days</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Staffing for CSR will be an average of at the most 20:1 schoolwide with 16:1 in CTE classes.</td>
<td>20:1 with 16:1 CTE</td>
<td>14:1 with 10:1</td>
<td>14:1 with 11:1</td>
<td>18:1 with 13:1</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

EL, FY and LI

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

Our facilities will be Safe, Clean and Functional.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ammount</td>
<td>708,000</td>
<td>900000</td>
<td>1112000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF, SB740</td>
<td>LCFF, SB740</td>
<td>LCFF, SB740</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary(1000, 2000), Benefits(3000), Services(5000)</td>
<td>Salary(1000, 2000), Benefits(3000), Services(5000)</td>
<td>2000, 4000, 5000, 6000</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

EL, FY and LI

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2017-18
Modified

Select from New, Modified, or Unchanged for 2018-19
Modified

Select from New, Modified, or Unchanged for 2019-20
Modified

2017-18 Actions/Services
Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

2018-19 Actions/Services
Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

2019-20 Actions/Services
Our staff will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development. Class sizes will average no more than 20:1 with 180 student days

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>868800</td>
<td>1000000</td>
<td>1,520,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF, SSP, CPA, CTEIG, SWP</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>1000, 2000, 3000, 5000</td>
</tr>
</tbody>
</table>

Action 3
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| EL, FY and LI | LEA Wide | All |

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| | LEA Wide | | |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| | All |

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

| Modified | Modified | Modified |

Select from New, Modified, or Unchanged for 2018-19

| Modified |

Select from New, Modified, or Unchanged for 2019-20

| Modified |

### 2017-18 Actions/Services
Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

### 2018-19 Actions/Services
Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

### 2019-20 Actions/Services
Our staff will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development. Class sizes will average no more than 20:1 with 180 student days

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>89200</td>
<td>95000</td>
<td>100000</td>
</tr>
<tr>
<td>Source</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000, 2000, 3000, 5000</td>
<td>1000, 2000, 3000, 5000</td>
<td>1000, 2000, 3000, 5000</td>
</tr>
</tbody>
</table>

### Action 4
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
## Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

## Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

## Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

EL, FY and LI

## Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

## Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

#### 2017-18 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

#### 2018-19 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

#### 2019-20 Actions/Services

Our CTE pathway and elective courses will be career relevant to local workforce needs and college preparation.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>9,500</td>
<td>8000</td>
<td>4000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF, CTEIG, CPA</td>
<td>LCFF, CTEIG, CPA</td>
<td>LCFF, CPA, CTEIG, SSP, SWP</td>
</tr>
</tbody>
</table>

School Plan for Student Achievement | Page 9 of 4
### Action 5

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  
[Add Location(s) selection here]

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

EL, FY and LI  
LEA Wide  
All

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>New</td>
<td></td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

**2018-19 Actions/Services**

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

**2019-20 Actions/Services**

Our CTE pathway and elective courses will be career relevant to local workforce needs and college preparation.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>9,500</td>
<td>8000</td>
<td>24000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF, CTEIG, CPA</td>
<td>LCFF, CTEIG, CPA</td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)</td>
<td>Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)</td>
<td>1000, 3000, 4000, 5000</td>
</tr>
</tbody>
</table>

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

EL, FY and LI

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA Wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified
### 2017-18 Actions/Services
Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth.

### 2018-19 Actions/Services
Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth.

### 2019-20 Actions/Services
Our school will offer a broad course of study, available for all students, with classes that are implemented using academic state content standards and relevant materials.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>6000</td>
<td>9000</td>
<td>93000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF, CPA</td>
<td>LCFF, CPA</td>
<td>LCFF, CPA</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Books and Supplies(4000), Services(5000), Prof Services(5000)</td>
<td>Books and Supplies(4000), Services(5000), Prof Services(5000)</td>
<td>4000, 5000</td>
</tr>
</tbody>
</table>
New Goal

Goal 2

Our Student Outcomes will provide opportunities for students to progress in ELA, Reading and Mathematics while preparing students for cradle to career opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: [4, 8]
Local Priorities: CTE

Identified Need:

As identified in meetings, on our dashboard and oversight meetings, all of our students need to show growth in a variety of manners. MAP and state testing measure academics differently and both need to reflect an instructional institution committed to improving student achievement. Other measures need to be implemented and tested for validity of multiple measure assessments.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.05 (5% increase) from the prior year</td>
<td>2015 Math 0% proficient ELA 29% proficient</td>
<td>2016 Math 5% proficient ELA 30% proficient</td>
<td>2017 Math 10% proficient ELA 32% proficient</td>
<td>2018 Math 15% proficient ELA 34% proficient</td>
</tr>
<tr>
<td>Measured Academic Progress assessment</td>
<td>Math RIT will increase by 3 points,</td>
<td>Math RIT will increase by 3 points,</td>
<td>Math RIT will increase by 3 points,</td>
<td>Math RIT will increase by 3 points,</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>results are a leveled assessment. Overall, students will increase by an average of 3 points or about 1.25 years in Math and 2 points or about 1.1 years in ELA and Reading.</td>
<td>ELA and Reading will increase by 2 points. Increase is dependent upon Fall testing.</td>
<td>ELA and Reading will increase by 2 points. Increase is dependent upon Fall testing.</td>
<td>ELA and Reading will increase by 2 points. Increase is dependent upon Fall testing.</td>
<td>ELA and Reading will increase by 2 points. Increase is dependent upon Fall testing.</td>
</tr>
<tr>
<td>The number of Sophomore class members that will take the PSAT will increase by 5% each year until 50% takes the test.</td>
<td>This test was not offered in 2016-17</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>90% of courses deficient will be made up by students</td>
<td>70% of courses were made up in 2016-17</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>25% of EL students will advance in ELPAC levels or be reclassified</td>
<td>1 of 8 students in 2016-17 advanced.</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

[Add Students to be Served selection here]  [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

EL, FY and LI  LEA-Wide  All

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  Select from New, Modified, or Unchanged for 2018-19  Select from New, Modified, or Unchanged for 2019-20

- New

2017-18 Actions/Services  2018-19 Actions/Services  2019-20 Actions/Services

- Our English Learners will be given targeted opportunities and receive assistance to become proficient.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>17000</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
<td>1000, 3000, 5000</td>
</tr>
</tbody>
</table>
### Action 2

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>EL, FY and LI</td>
<td>LEA-Wide</td>
<td>All</td>
</tr>
</tbody>
</table>

#### Actions/Services

- **2017-18 Actions/Services**: Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.
- **2018-19 Actions/Services**: Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.
- **2019-20 Actions/Services**: We will use multiple measures of student success including increasing graduation rate, improving attendance, project completion and CTE pathway completion. We will increase our access to credit recovery staff, maintain communication with parents, adapt our projects to higher interest groups and...
2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

rework our CTE pathways to better serve our local industry.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>1400</td>
<td>6500</td>
<td>144000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF, CTEIG, SWP</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>1000, 2000, 3000, 4000</td>
</tr>
</tbody>
</table>

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)

EL, FY and LI

**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20
---|---|---
New

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students will increase in performance on state and district assessments</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000, 3000, 5000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 3

Our Schoolwide Engagement will include working with staff, industry, local community and parent groups to create opportunities for communication, input and positive student engagement and make earning a diploma meaningful.

State and/or Local Priorities addressed by this goal:

State Priorities: [3, 5, 6]
Local Priority: CTE

Identified Need:

For a CTE school, involvement of parents, community and industry are critical to our continued focus and success. All groups have expressed interest in providing input as we do our part to prepare students from the Cradle to Careers.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 2 parent and community meetings will be held</td>
<td>2 parent meetings are held annually</td>
<td>At least 2 parent meetings</td>
<td>At least 2 parent meetings</td>
<td>At least 2 parent meetings</td>
</tr>
<tr>
<td>A minimum of 1 Advisory Council</td>
<td>1 advisory council meeting has been held annually</td>
<td>1 advisory council meeting will be held</td>
<td>1 advisory council meeting will be held</td>
<td>1 advisory council meeting will be held</td>
</tr>
<tr>
<td>Staff will work to maintain a minimum of 94% attendance rate</td>
<td>Over the last years, attendance has been between 88 and 93%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>15% of students will be All Stars</td>
<td>15% All Stars 75% Honor Level 1</td>
<td>15% All Stars 60% Honor Level 1</td>
<td>18% All Stars 60% Honor Level 1</td>
<td>15% All Stars 75% Honor Level 1</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>and 75% will maintain Honor Level 1 status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating</td>
<td>97.5%</td>
<td>97.5%</td>
<td>97.5%</td>
<td>97.5%</td>
</tr>
<tr>
<td>We will reduce our overall suspension rate by 10% annually</td>
<td>New Goal</td>
<td>New Goal</td>
<td>New Goal</td>
<td>12.1%</td>
</tr>
<tr>
<td>We will have a CTE participation rate of 95% and a CTE Pathway Completion Rate of 50%.</td>
<td>Participation of 80% Pathway Completion of 40%</td>
<td>New Goal</td>
<td>New Goal</td>
<td>95% 50%</td>
</tr>
<tr>
<td>Students will complete a climate survey in the Spring semester of odd years</td>
<td>80% of students will complete</td>
<td>New Goal</td>
<td>New Goal</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action 1

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

Students to be Served:

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
<td></td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Location(s) selection here]  

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
<td></td>
</tr>
</tbody>
</table>

EL, FY and LI  LEA-Wide  All

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>New</td>
</tr>
</tbody>
</table>

A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.

A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.

We will seek parent input in decision making and promote parent involvement in their student’s progress.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

School Plan for Student Achievement| Page 21 of 4
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>1500</td>
<td>1500</td>
<td>18000</td>
</tr>
<tr>
<td>Source</td>
<td>CPA, CTEIG</td>
<td>CPA, CTEIG</td>
<td>LCFF</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Books and Supplies(4000), Services(5000), Prof Services(5000)</td>
<td>Books and Supplies(4000), Services(5000), Prof Services(5000)</td>
<td>5000</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

EL, FY and LI

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating

2018-19 Actions/Services

Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating

2019-20 Actions/Services

We will create and promote Core, CTE and Elective programs and opportunities for all students, especially for...
opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.

opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site. Students in 80% of the CTE courses will be offered at least one study trip to a relevant workplace each year.

unduplicated pupils and special needs subgroups

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>19600</td>
<td>22000</td>
<td>89000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF, CPA, CTEIG</td>
<td>LCFF, CPA, CTEIG</td>
<td>LCFF, CPA</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>5000</td>
</tr>
</tbody>
</table>

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]  [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FY and LI  [Add Scope of Services selection here]  [Add Location(s) selection here]

Actions/Services

School Plan for Student Achievement | Page 23 of 4
Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2018-19 Actions/Services

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2019-20 Actions/Services

Students will engage in school and activities and act appropriately, learning the workforce skills necessary to succeed

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>1400</td>
<td>6500</td>
<td>25000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF, SWP</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>Salary(1000, 2000), Benefits(3000)</td>
<td>1000, 2000, 3000, 4000, 5000</td>
</tr>
</tbody>
</table>

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

EL, FY and LI

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

Students will engage in school and activities and act appropriately, learning the workforce skills necessary to succeed

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>55576</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>S&amp;C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td></td>
<td></td>
<td>1000, 2000, 3000, 4000, 5000</td>
</tr>
</tbody>
</table>

Annual Review

SPSA Year Reviewed: 2018-19

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 goals.

School Plan for Student Achievement| Page 25 of 4
Math had been our focus this year. We have worked to increase our math instruction through CTE. The result of the focus starting last year is an average growth of almost 2 academic years last year and over a year of growth in the first half of this school year. (Data according to NWEA Measured Academic Progress (MAP) assessment data given 3 times per year)

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

There were no major shifts in funding to implement the SPSA/LCAP

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.

The biggest change to this year’s SPSA/LCAP is the reformation of our goals and metrics to better represent our foci at our school. The new and updated goals better align our funding to our identified areas of need. The 3 new goals are set to better reflect the state’s 3 cluster areas and 8 state priorities and how they reflect our school. Additionally, our focus on CTE is given now a local priority and is more prominent in our LCAP.

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the</td>
<td>$ 42,946</td>
</tr>
<tr>
<td>Consolidated Application</td>
<td></td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School</td>
<td>$ 0</td>
</tr>
<tr>
<td>from the LEA for CSI</td>
<td></td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the</td>
<td>$ 2,431,408</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Sources</td>
<td>$1,440,638</td>
</tr>
<tr>
<td>Special Education</td>
<td>$62,765</td>
</tr>
<tr>
<td>Other State Funding Sources</td>
<td>$475,646</td>
</tr>
<tr>
<td>Local Funding Sources</td>
<td>$11,367</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $2,355,977

Total of federal, state, and/or local funds for this school: $2,431,408
Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.
For questions related to specific sections of the template, please see instructions below:

**Instructions: Table of Contents**

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

- Stakeholder Involvement
- Goals, Strategies, & Proposed Expenditures
- Planned Strategies/Activities
- Annual Review and Update
- Budget Summary

**Appendix A: Plan Requirements for Title I Schoolwide Programs**

**Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements**

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

**Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

**Purpose**

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

**Description**

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6
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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]
Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the
expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

**Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

**Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

**Budget Summary**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total*
allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

  
  **NOTE:** Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.
Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school’s goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State’s academic standards under §200.1 to—
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State’s academic standards; and
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students’ skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it’s LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students’ difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.
Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at https://www2.ed.gov/policy/elsec/leg/essa/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/](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](https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp)

Available Funding: [https://www.cde.ca.gov/fg/fo/af/](https://www.cde.ca.gov/fg/fo/af/)

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