

School Year: 2018-2019

## Single Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Keiller Leadership Academy	37 68338 6039812	April 30, 2019	Future: May 21 <sup>st</sup> 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## 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

KLA uses an annual survey to determine the needs of the school. This is taken by parents, ELAC, Admin team, SSC, KLA Board, KLA teachers and KLA staff. This survey determines the scope of programs funded by both the LCAP and the SPSA. The KLA SSC reviews and approves the SPSA.

## Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

### Goal 1

All students attain and maintain grade level proficiency or above in reading, writing, critical thinking, and problem solving in all content areas. (Title I)

#### Basis for this Goal

- 1a. In Math school-wide KLA was at 24.3 % proficient or above in 2018 and 16.87% in 2017.
- 1b. In ELA school-wide KLA was at 32.94% proficient or above in 2018 and 33.17% in 2017.
- 1c. This is the first year for the CAST so this is TBD after this year's results
- 1d. In 2018 70% of KLA English learners scored in the Moderately and Somewhat Developed while 20% of KLA EL's scored in as Bridging

#### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percent of KLA students score Proficient or Exceeds on the CAASPP ELA and Math will be 40% for ELA and 25% for Math	ELA 17-18: 28% Math 17-18: 23%	40% for ELA and 25% for Math
DRA and F and P grade level gains by June of 2019	None	60% of students in the program will make gains of 2 levels or more as measured from September 2018 to June 2019
5 <sup>th</sup> grade CAST scores	N/A	TBD
ELPAC Scores	70% in Somewhat or Moderately (2 and 3) 20% in Well Developed (level 4)	70% of students will be in level 2 and 3 23% of students will be in level 4

## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1

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

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

1a. Students who are not proficient on the CAASPP or who are identified through screening tests

#### Strategy/Activity

1a. WIN (What I Need) Tier 2 and 3 intervention staff

#### Proposed Expenditures for this Strategy/Activity 1a. (Title I)

Amount(s)	\$107,583
Source(s)	Title I
Budget Reference(s)	2100-0203010

### Strategy/Activity 1b. (Title I)

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

All primary students

#### Strategy/Activity

Two primary instructional coaches and one STEM teacher and all benefits for staff paid in title funds

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$103,177
Source(s)	Title I and Title IV
Budget Reference(s)	1100-020-3010

**Strategy/Activity 1e (Title III)**

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

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

English Learners

**Strategy/Activity**

Off-site English learner training for teachers and coaches

Parent training and ELAC refreshments

EL Coordinator (part of salary)

See [Title III Plan](#)

<https://4.files.edl.io/1a68/11/26/18/001448-a48a388c-a552-4117-8b23-68171b155c1b.pdf>

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$45,862.99
Source(s)	Title III and General Fund
Budget Reference(s)	1100-030-4203

## Goal 2

All students will have access to exemplary administration, faculty, and staff in all areas of learning.  
(Title II)

### Basis for this Goal

Continued professional development about both academic and social/emotional topics is essential for continued teacher growth.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers will maintain an average score of 2.5 on the Merit Evaluation System.	2.38	2.5

## PLANNED STRATEGIES/ACTIVITIES

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

### Strategy/Activity 1 (Title II)

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

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

All students

#### Strategy/Activity

Extra professional development days in the summer for teachers and aides for math, language arts, science and electives.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$19,630
Source(s)	Title II
Budget Reference(s)	1100-020-4035

# Annual Review and Update

SPSA Year Reviewed: N/A

This is the first year Keiller has completed the SPSA so there is no annual update.

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

## Goal 1

N/A

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
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N/A		[
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### STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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N/A			
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### ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

N/A

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

N/A

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

## Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

#### DESCRIPTION

#### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ [Enter amount here]

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

\$ [Enter amount here]

### Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	\$251,913
Title II	\$25,884
Title III	\$26,248
Title IV	\$16,296

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

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	\$[Enter amount here]

Subtotal of consolidated state or local funds for this school: \$ [Enter state or local funds subtotal here]

Total of consolidated (federal, state, and/or local) funds for this school:

# Addendum

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The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.



For questions related to specific sections of the template, please see instructions below:

## **Instructions: Linked Table of Contents**

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, 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).

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

## **Goals, Strategies, & Proposed Expenditures**

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

### **Basis for this Goal**

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

### **Expected 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 be make in the coming year.

## **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **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.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

## **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

## **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

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

## **Federal Programs**

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## **State or Local Programs**

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program