

School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista High School	37 68452 3738705		

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)

Additional Targeted Support and Improvement - The purpose of our plan is to partner with stakeholders to develop and implement a comprehensive school wide program that is aligned with the state priorities and our Learning Continuity and Attendance Plan. The school wide program will improve the academic achievement throughout the school so that all students, particularly the lowest-achieving students, will demonstrate proficiency on the State's academic standards. VHS was selected for ATSI based on the 2019 California Dashboard results indicating that EL and SPED student groups were identified as low performing two years in a row as measured by indicators for Math, ELA, College Career readiness, and graduation rates.

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.

Our SPSA will continue to meet ESSA requirements to support and improve the academic achievement of all students and close student group achievement gaps specifically for EL and SPED student groups. Our school plan goals are based upon analysis of a comprehensive needs assessment including information from the 2019 CA School Dashboard, critical areas of growth outlined in WASC, IB, and Springpoint visiting committee reports. VHS developed an action plan to address the critical areas of growth from these reports and developed instructional goals in the 2020-2021 school year. The goals established through this process are continuing for the 2021-2022 school year. While progress was made in achieving these goals, the challenges presented during the pandemic required us to take a longer approach to implementing the programs and support to improve achievement for students in all demographics.

The VHS action plan, which includes instructional goals focusing on academic achievement, social emotional development, and pedagogical relevance, is continuously reviewed and modified to account for distance and in-person learning. Our plan will identify and implement services and research-based instructional strategies to further our all students' progress toward academic and social emotional development.

Based on the results from the 2018 and 2019 Dashboard, the state has determined that VHS has met the eligibility criteria for ATSI for the 2020-21 school year based on Dashboard results for EL and SPED student groups as referenced below two years in a row:

- All red indicators (student group must have a least two indicators);
- All red but one indicator of any other color;
- All red/orange indicators; and
- Five or more indicators where the majority are red.

Performance levels achieved by **English Learner (EL) student group** in all applicable indicators:

State Indicators	2018 Dashboard	2019 Dashboard
ELA	Red	Red
Mathematics	Red	Red
College/Career	Red	Orange
Graduation Rate	Yellow	Red

Performance levels achieved by **Special Education (SPED) student group** in all applicable indicators:

State Indicators	2018 Dashboard	2019 Dashboard
ELA	Red	Orange
Mathematics	Red	Red
College/Career	Red	Red
Graduation Rate	Red	Red

For a variety of reasons including, but not limited to a significant number of changes in administrative leadership during the 2018-2019 school year, and the onset of a global pandemic in March, 2019 the SSC did not meet during the 2019-2020. We reconstituted our SSC for the 2020-21 school year by holding elections for each stakeholder group. The newly formed SSC will meet regularly during the school year to review and update the school plan.

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

Examination of school data and evaluations from site visitations from WASC, IB, and Springpoint have helped VHS teachers and leadership teams understand our greatest areas of need. Data has been shared across staff for analysis. Analysis within departments and our Instructional Leadership Team (consisting of Principal, all Assistant Principals, all site Department Chairs, and Program Leads) has led to the development of specific goals to ensure all students have the opportunity to learn in the most effective and focused learning environments. This work has been or will be shared with our ELAC team (consisting of site admin and parents) and our SSC (consisting of Principal, parents, teachers, and students) for the purpose of reviewing, providing feedback, recommending modifications, and approval. Considering our SSC is newly formed, we will be reviewing progress on achieving the goals outlined in the SPSA on a regular basis by looking at achievement, attendance, discipline, and climate survey data.

Resource Inequities

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

- VHS is lacking a viable reading assessment platform
- Scheduling limitations require ½ of AVID sections to be scheduled outside of the school day
- Limitations to the 6 period schedule also limit students' access to elective programs such as Character Leaders and AVID TOK
- Need to allocate more staffing to account for credit recovery options
- Need to provide PD related to building literacy across the curriculum

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

All students will develop literacy strategies and skills so that they may demonstrate at least one reading level of growth over the 2021-2022 school year as demonstrated in their ELA and/or ELD courses.

Identified Need

There is a need to help students develop the skills, behaviors, and dispositions of effective readers as more than 65% of students enter VHS reading below grade level and a large percentage of those students at a 4th grade reading level or below.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase reading comprehension	TBD	increase one grade level per year

Improve Grades for ELD and SPED students	TBD	grade of C or better
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students with an emphasis on students in special education and students in the English Language development program

Strategy/Activity

VHS will support professional development for the faculty to promote literacy development and student engagement to help students develop strategies and skills needed to become better readers, writers, speakers, and listeners.

- Adding a one hour period on Tuesday - Friday called Panther Time with a focus on providing academic support to all students
- Dedicated 20 minutes of silent sustained reading (SSR) included in Panther Time 4 days per week
- Collaboration time for staff members to identify and prioritize essential knowledge and skills to be learned in each course *including* literacy strategies and skills
- Incorporate literacy development strategies across content areas including freshman seminar and AVID courses
- ELD coordinator, English Department Chair, will lead Professional development for department chairs in incorporating effective literacy and language development strategies across the curriculum. PD will be offered during morning department collaboration sessions.
- Teachers will update curriculum to include opportunities for students to learn, practice, and monitor these skills within personalized environments that allow the learning to be relevant and meaningful
- Individual teachers and departments will develop surveys to help teachers and students understand student strengths and needs in terms of literacy strategies and skills
- Ongoing collaboration with Peer-To-Peer (P2P) Coaches as thought partners to develop student literacy strategies and skills within all content areas
- P2P coaches will provide individual teacher PD focusing on incorporating Literacy skills and strategies into lesson design
- Department PLCs will share practices and review student work to find what works best for students. VHS will create “libraries” of best practices to share with our staff
- Pilot teams studying the concept of “student engagement” will perform action research to better understand how to help students manage, monitor, and modify their engagement behaviors, habits, and skills to ensure greater levels of participation within their learning experiences. Learning will be shared with departments and leadership teams.

- ILT members will have a release period in their class schedule to help organize and focus the department work to accomplish this goal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$139,800	Title I Part A
\$256,300	XQ - Release periods for Dept and Program
\$163,100	XQ - P2P Coaches
\$22,300	XQ - ELL Curriculum Development Coordinator
\$204,025	XQ - Teacher PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on students in special education and students in the English Language development program

Strategy/Activity

VHS will provide academic interventions and support for all students as well as targeted support for SPED and ELD students

- Students have access to receive additional direct academic support from teachers for 40 minutes / 4 days per week during Panther Time.
- After school tutoring will be provided to all students through our 21st Century After School Program
- English Language Learners identified as newcomers, Level 1 and 2 will be provided with an additional intensive literacy development class in addition to the two ELD offerings provided at each level
- Section provided to the ELL Curriculum Development Coordinator tasked with writing curriculum for the literacy development class
- Edgenuity online courses will be provided to support students with recovering credits
- Increase the number of online course offerings to meet the increased need for remediation due to the achievement challenges faced during the pandemic
- Provide additional in-person elective and core academic course offerings during 7/8th period to meet the need for student remediation based on academic performance in the first semester

- Departments will examine needs of students on the D/F list to identify greatest areas of need and target students to provide additional levels of academic support
- VHS will examine our current Multi-tiered System of Support to find ways to identify and implement better methods of support at class and site level.
- Access to wellness center for all students
- Through the WASC process, each department will develop intervention strategies and opportunities for students to receive support across the curriculum through targeted academic intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$117,237	Title I Part A
\$40,000	PL - Data management software and associated PD
\$45,000	Gear Up - After School Tutoring and Programs
\$279,000	XQ - Wellness Center staffing

Goal 2

All VHS students will develop the knowledge, skills, and dispositions needed to become Curious, Advocates, Resilient, and Empathetic and prepared for life after high school whether it be by attending college, pursuing a professional trade, or enlisting in a branch of the armed forces.

Identified Need

Too few of our students are able to identify their areas of strength and the greatest areas in need of growth and development. They seem too reliant upon teachers and peers to engage deeply in problem solving, decision-making, and critical/creative thinking as evidenced by the limited percentage of students who attend 4 year colleges (22%), enroll in Palomar CC, or are A-G eligible.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students going to Palomar CC or a 4-year university after graduation	TBD	Increase number of students by 2.5%

Increase the number of SPED and ELD students going to Palomar CC or a 4-year university after graduation	TBD	10%
Increase the a-g completion rate	TBD	Increase rate by 2.5%
Increase the a-g completion rate for ELD and SPED students	TBD	Increase by 5%
Increase opportunities for students to learn about professional trade options	New Metric	
Increase participation in post high school career programs	New Metric	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on students in special education and students in the English Language development program

Strategy/Activity

VHS staff will work to create programs and develop curriculum designed to guide students into an understanding of their own academic/socio emotional strengths, personal/academic challenges and how to manage adversity in efforts to identify their interests/passions they choose to follow after high school.

- The VHS Instructional Leadership Team (ILT) will analyze past efforts and current stakeholder thinking regarding what high school graduates need to be best prepared for college, career, and life in the 21st Century.
- The ILT will clarify definitions and descriptions for each CARES outcome
- Departments and individual teachers will develop relevant, authentic, and meaningful units of study and lessons that also help students learn, practice, and monitor student development of these outcomes
- VHS will develop surveys to capture student perspectives regarding their learning and needs to further develop the knowledge, strategies, and skills needed to show competency of these defined outcomes.
- Counselors will meet with freshmen to guide them through the development of a 4 year post high school plan
- Counselors will meet with each grade level to guide them through parts of the post high school planning process appropriate at each grade level
- Identify and implement the use of assessment tools and the data from the assessments to inform instruction and address student achievement

- Identify and implement a system available to all students that helps them plan their path through high school as it relates to their goals post high school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$256,300	XQ - Dept Chair, Program Lead Release
\$40,000	PL - digital planning and monitoring program for post high school planning, PD for staff to implement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on students in special education and students in the English Language development program

Strategy/Activity

Increase student exposure to Post high school opportunities at all grade levels

- Increase the number of events where students have opportunity to learn about college/career opportunities
- Increase student access to attend college and career events
- Maximize the use of Panther Time as a vehicle to deliver more opportunities
- Add CTE and academic pathways by determining which pathways would be of most interest to students as well as the pathways that align with industry need
- The process for choosing and developing pathways will involve surveying ALL students, getting community feedback, and reviewing current industry-need research
- After selecting 1 to 3 more pathways, create courses and develop the curriculum for these pathways

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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\$75,000	LCFF - Career Tech position
\$145,300	XQ - Director Release
\$80,000	XQ - Community Partnership college career
\$65,000	XQ - San Diego Workforce partnership fees

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on students in special education and students in the English Language development program

Strategy/Activity

VHS staff will become more aware of essential skills expectations of colleges and 21st Century companies as they connect curricula to the VUSD Career Superhighway

- A focus team will initiate and implement a plan to develop staff awareness about the need to refresh curriculum to help students:
 - focus on their strengths, interests and values
 - connect learning to potential future careers (including internships and mentorships)
 - develop a plan or pathway to achieve future goals after high school
 - act on their learning to positively impact personal, community, and global environments
- Teachers in each content area will identify and clarify essential learning targets to make space in the curriculum for student personalization to connect learning to strengths, interests, values, and potential future careers
- Embed essential skill development in Freshman seminar and AVID courses
- Incorporate essential skills within each content area

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$75,000	LCFF - Career Tech position
\$145,300	XQ - Director Release
\$204,025	XQ - Teacher PD

Goal 3

All VHS students will develop the knowledge, skills, and dispositions needed to become more Socially-Emotionally Well identified by

- demonstrating the capacity to understand one self's strengths as a learner
- developing and maintaining supportive relationships
- participating as a balanced and responsible citizen of the world

Identified Need

Through perception surveys created and administered by our UCSD partners and large number of visits by students to our Wellness Center, it is clear that students are stressed and do not have the understanding or strategies to cope with many of life's challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students accessing wellness center	TBD	Increase number by 10%
Increase Academic Performance for Freshman	TBD	10% increase of 9th graders earning a 2.0 or higher
Decrease disciplinary referrals	TBD	10% decrease in disciplinary incidents across grade levels and demographics
Decrease frequency of tardies	TBD	10% decrease in tardies across grade levels and demographics
Improve attendance rates	TBD	5% increase in positive attendance across grade levels and demographics

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on students in special education and students in the English Language development program

Strategy/Activity

VHS staff will unpack the "S" in our North Star Vision: Vista CARES (Socially-Emotionally Well) in order to clarify what students should know and be able to do by the time they graduate from VHS.

- The VHS Instructional Leadership Team (ILT) will analyze past efforts and current stakeholder thinking regarding what high school graduates need to be best prepared for college, career, and life in the 21st Century.
- The ILT will clarify definitions and descriptions for each CARES outcome
- Departments and individual teachers will develop relevant, authentic, and meaningful units of study and lessons that also help students learn, practice, and monitor student development of these outcomes
- VHS will develop surveys to capture student perspectives regarding their learning and needs to further develop the knowledge, strategies, and skills needed to show competency of these defined outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$256,000	XQ - ILT release time
\$116,500	XQ - XQ Coordinator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on students in special education and students in the English Language development program

Strategy/Activity

VHS will develop and begin to implement Social-emotional wellness strategies and practice opportunities across the curriculum

- Wellness teachers will develop a year-long “Freshman Seminar” course of study, connected to the Habits of Mind, to help students build a foundation of social-emotional strategies and skills in the 9th grade year.
- Our Wellness Center will be available for all students struggling with social-emotional wellness in order to identify a Habit of Mind to focus on and create a plan to utilize the Habit in order to re-engage in the learning environment
- Provide Restorative Practice Training for all staff to encourage these ideals in order to create safe and responsive learning environments
- Select a MTSS Coordinator who will work with SEL Team members to develop a multi-tiered system of support services accessible by all students and their families

- Provide staff PD focused on incorporating SEL growth strategies across the curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$489,300	XQ - Wellness and Freshman Seminar Staffing
\$46,000	Title I - AVID and ELD Coordinator release periods
\$25,000	PL funding - PD development for staff to understand SEL student needs and design class environments release time and professional development for all teachers

Annual Review

SPSA Year Reviewed: XXXX–XX

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

[Add text here]

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

[Add text here]

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.

[Add text here]

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 309,704
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 1,697,062

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Carryover	\$187,609
Title III	\$ 2,000
ESSER III - Library Materials	\$ 11,262
Title IV	\$ 7,906
ESSER II Carryover (3212)	\$ 31,868

Subtotal of additional federal funds included for this school: \$ 240,645

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

State or Local Programs	Allocation (\$)
Gear up -external funding source	\$ 45,000
PL	\$ 151,459

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

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

Budgets submitted one-time instruction not attached to SPSA

- In person instruction grant - [VHS Expanded Learning 2021-2022](#)
- In person instruction grant - [VHS Athletics 2021-2022](#)
- In person instruction grant - [VHS Performing Arts 2021-2022](#)

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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