

School Year: 2020-2021

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Humboldt County Office of Education	12101240000000	November 21, 2020	

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

In order to implement effective parent and family engagement HCOE utilized multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school. HCOE CCS has multiple sites and parent and family engagement occurred at various locations to provide the most access. The first strategy involved collaborating with parents as leaders by encouraging them to participate in forms of governance. Parents were given opportunities to participate on the School Site Council (SSC). The SSC provided input for the Single Plan for Student Achievement, containing programs and expenses related to federal categorical funding. Parents' consistent and informed participation enabled meaningful conversations with them as stakeholders. There were four SSC meetings held annually. HCOE CCS also provided six Family Nights a year at multiple school sites. The goal of Family Nights was to engage parents and families, helping them feel more connected to the school community. At Family Nights information was disseminated to parents regarding school programs, community resources, Parent Project information, post-secondary resources, and family engagement activities. A parent Stakeholder meeting was held at a Family Night to gather information regarding LCAP development for CCS. The annual Title I meetings were also held at Family Nights. This provided parents and families with the opportunity to learn more and provide feedback on all Title I programs and budgets. Parent/Family surveys were administered also to gain more information regarding parent feedback around school climate and family engagement activities. Parent and family feedback was taken into consideration during further planning.

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 will reach high standards, at a minimum, attaining proficiency or better; and problem-solving skills in mathematics courses, CAASP, and local formative assessments.

Basis for this Goal

The SPSA is aligned with the LCAP goal:

Goal 1: All CCS students will be engaged in 21st Century Learning in order to prepare for college and careers.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASP results in mathematics	<ul style="list-style-type: none"> • <u>0% - met or exceeded</u> • <u>8% - nearly met standard</u> 	<ul style="list-style-type: none"> • <u>50%- will have met or exceeded</u> • <u>50% - will have nearly met standard</u>
TABE Mathematics Assessment	52% of students increased one grade level after being enrolled for one semester	55% of students will progress one or more level after being enrolled for 1 semester.
Local formative assessments	Short cycle assessments will be created	75% of students meeting standard on cycle assessments

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

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Curriculum alignment and articulation

Provide additional small group instruction for tutoring help in mathematics

Data teams training for schoolwide approach to formative assessments

PLC meetings to review CAASP data with teacher teams

Instructional Aides support teacher mathematics instruction by providing additional tutoring

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$881,244.48
Source(s)	Teachers' salaries and benefits 0080, 6505
Budget Reference(s)	LCFF, Special Education State Money

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 184,709.21
Source(s)	Instructional Aide Salaries and Benefits 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$46,898.76
Source(s)	Instructional Aide Salaries and Benefits 3010
Budget Reference(s)	Title I-D

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$58,347.27
Source(s)	Instructional Aide Salaries and Benefits 3010
Budget Reference(s)	Title I-A

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$173,657.39
Source(s)	Administrator, Principal Salary and Benefits
Budget Reference(s)	LCFF

Goal 2

All students will reach high standards, at a minimum, attaining proficiency or better in ELA; as measured by ELA courses, CAASP scores, and writing assessments.

Basis for this Goal

The SPSA is aligned with the LCAP goal:

Goal 1: All CCS students will be engaged in 21st Century Learning in order to prepare for college and careers.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASP results in ELA	<u>0% - met or exceeded</u> <u>14% - nearly met standard</u>	<ul style="list-style-type: none"> • <u>50%- will have met or exceeded</u> • <u>50% - will have nearly met standard</u>
TABE English Assessments	64% of students increased one level after being enrolled for one semester	68% of students will progress one or more level after being enrolled for 1 semester.
Local Formative Assessments	Short cycle assessments utilizing Step-Up To Writing	75% of students meeting standard on cycle assessments

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Curriculum alignment and articulation
 Provide additional small group instruction for tutoring help in ELA
 Data teams training for schoolwide approach to formative assessments
 PLC meetings to review CAASP data with teacher teams
 PLC meetings to align ELA standards with Reading with Relevance curriculum
 Instructional Aides support teacher ELA instruction by providing additional tutoring
 Teacher training refresher for Step-Up to Writing Curriculum

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000
Source(s)	Professional Development 3010
Budget Reference(s)	Title II Federal

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1250.00
Source(s)	Reading With Relevance Curriculum 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	Teacher Salary and Benefits
Source(s)	Referenced above in Goal 1
Budget Reference(s)	

Proposed Expenditures for this Strategy/Activity

Amount(s)	Instructional Aide Salary and Benefits
Source(s)	Referenced above in Goal 1
Budget Reference(s)	

Goal 3

Implement and support college and career readiness school wide.

Basis for this Goal

The SPSA is aligned with the LCAP goal:

Goal 1: All CCS students will be engaged in 21st Century Learning in order to prepare for college and careers.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Portfolio rates	100% of 12 th graders completed a Senior Portfolio	100% of 12 th graders will complete a Senior Portfolio
Enrollment in Introductions to Healthcare Occupations	33 students enrolled	40 students will enroll
Enrollment in Humboldt Hydro Farms program	30 students enrolled	35 students will enroll
TPP and Workability Participants	10 students enrolled	15 students will enroll
Number of students participating in paid work-experience programs	14 students participate in paid work-experience	20 students will participate in paid work-experience

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All graduating seniors will complete an online Senior Portfolio utilizing California Career Zone
 Field trips to local community college
 Enrollment in CTE program Humboldt Hydro Farms
 Provide CTE course Introduction to Healthcare Occupations Course
 Provide students with opportunities for paid work-experience program
 Eligible students will be enrolled in local TPP and Workability programs

Instructional Aides support teacher ELA instruction by providing additional tutoring
Increased access to technology
Provide meaningful instruction in regards to technology skills

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,885.00
Source(s)	0.20 (FTE) CTE Teacher Salary and Budget 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4975.00
Source(s)	Apex Online Courses 6300
Budget Reference(s)	Restricted Lottery State Money

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$22,000
Source(s)	Student Paid Work Experience 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$72,850.91
Source(s)	21 st Century Coordinator Salary and Benefits 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$40,345.70
Source(s)	Humboldt Hydro Farms CTE Instructor .40 (FTE) 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	Teacher Salary and Benefits
Source(s)	Referenced above in Goal 1
Budget Reference(s)	

Proposed Expenditures for this Strategy/Activity

Amount(s)	Instructional Aide Salary and Benefits
Source(s)	Referenced above in Goal 1
Budget Reference(s)	

Goal 4

All EL students enrolled for a semester or more will make progress on ELPAC test of at least one level.

Basis for this Goal

The SPSA is aligned with the LCAP goal:
 Goal1: All CCS students will be engaged in 21st Century Learning in order to prepare for college and careers.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Measureable progress on ELPAC	[Add baseline here]	Students will progress one or more level on ELPAC
Weekly Writing Convention Assessments	Short Cycle Assessments will be created	75% of students meeting standard on short cycle Assessments
Weekly Academic Vocabulary lesson assessments	Short Cycle Assessments will be created	75% of students meeting standard on short cycle Assessments

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

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Training for teachers for schoolwide approach to provide EL strategies during instruction

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8,412.26
Source(s)	.10 FTE EL Coordinator salary and benefits 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	
Source(s)	
Budget Reference(s)	

Proposed Expenditures for this Strategy/Activity

Goal 5

Increase the level of parent/family involvement and engagement in our school and school community

Basis for this Goal

The SPSA is aligned with the LCAP goal:

Goal1: All CCS students will be engaged in 21st Century Learning in order to prepare for college and careers.

Planned actions/services #11 in Goal 1 of the LCAP include: Strengthening parent/family and stakeholder engagement.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent/family involvement in SSC and LCAP development stakeholder meetings	5 parents attended SSC meetings	7 parents will attend SSC meetings
Parent/family involvement in Family Nights	60 parents and family members attended family nights	75 parents and family members attended family nights
Completion of parent/family surveys	25 surveys completed	35 surveys completed

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Scheduled Family Nights at various sites: 6 per year
 Administer parent/family surveys to gain feedback and measure school connectedness
 Provide Parent Project, a parent education program twice yearly at multiple locations

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,500
Source(s)	Family Nights 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,500
Source(s)	Parent Project Classes 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$84,696.83
Source(s)	Program Manager .50 (FTE) 0080
Budget Reference(s)	LCFF

Goal 6

Student support systems will be created and implemented to ensure student success and social emotional development as measured by attendance, graduation rate and discipline rates.

Basis for this Goal

The SPSA is aligned with the LCAP goal:

Goal1: All CCS students will be engaged in 21st Century Learning in order to prepare for college and careers.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension numbers will decrease	ERC = 18 suspensions; 29 days ERCS = 10 suspensions; 16 days JH = 15 suspensions; 18 days RF = 7 suspensions; 7 days SH = 0 suspensions	ERC = 10 suspensions; 15 days ERCS = 5 suspensions; 10 days JH = 10 suspensions; 10 days RF = 4 suspensions; 4 days SH = 0 suspensions
Student feeling of connection will increase	84% of students reported feeling connected to school	88% of students will report feeling connected to school
Graduation rates	74% of eligible 12 th graders graduated	78% of eligible 12 th graders will graduate

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

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide summer school for academic and credit recovery, and on-time graduation

Weekly casing meetings occur to identify students who need more targeted interventions

Provide BASE SEL Education curriculum for students that are identified as needing Tier 2 interventions

Student Assistance Counselors provide students with additional support

Utilize SWIS data to identify areas of concern regarding student behavior

Provide bus tickets to students to reduce transportation barriers

McKinney-Vento Liaison provides additional support to identified students to reduce barriers to school attendance and success

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,500
Source(s)	BASE Education SEL Curriculum 3182
Budget Reference(s)	CSI Federal Grant

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$65,041.28
Source(s)	Student Assistance Counselor Salary and Benefits 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$94,154.55
Source(s)	Drug and Alcohol Specialist Salary and Benefits 0080, 3025, 5820, 6680, 6685
Budget Reference(s)	LCFF, Title I-D, TUPE, Rural Education Achievement Program,

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,500
Source(s)	Bus Tickets 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$700.00
Source(s)	SWIS License 0080
Budget Reference(s)	LCFF

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$64,928.34
Source(s)	McKinney-Vento Liaison Salary and Budget 0080, 5630, 7366
Budget Reference(s)	LCFF, Homeless Education Federal Grant, Foster Youth State Program

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$41,236.00
Source(s)	Summer School Teachers 0080, 3010
Budget Reference(s)	LCFF, Title I-A

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$30,294.00
Source(s)	Summer School Instructional Aides 0080, 3010, 3025
Budget Reference(s)	LCFF, Title 1-A, Title I-D

Proposed Expenditures for this Strategy/Activity

Amount(s)	Program Manager .50 FTE Salary and Benefits
Source(s)	Referenced above in Goal #5
Budget Reference(s)	

Annual Review and Update

SPSA Year Reviewed: XXXX–XX

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

[Describe the goal here]

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
[Add metric/indicator here]	[Add expected outcome here]	[Add actual outcome here]
[Add metric/indicator here]	[Add expected outcome here]	[Add actual outcome here]
[Add metric/indicator here]	[Add expected outcome here]	[Add actual outcome here]

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
[Add text here]	[Add text here]	[Add expenditure here]	[Add expenditure here]

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.

[Add text here]

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

[Add text here]

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

[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 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 school-wide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 284,056

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

\$ 1,933,626.97

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I Part A Basic	\$179,954.00
Title I Part D	\$65,928.00
Title II Part A	\$7,854.00
REAP Small Rural	\$30,320.00
Homeless Children Ed. Grant	\$25,971.34

Subtotal of consolidated federal funds for this school: \$310,027.34

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

State or Local Programs	Allocation (\$)
LCFF local funds	\$ 750,697.32
Foster Youth Program Grant	\$29,217.75
TUPE	\$16,947.82
Special Education Funds	\$215,129.90
Restricted Lottery Funds	\$4,975.00

Subtotal of consolidated state or local funds for this school: \$1,016,967.79

Total of consolidated (federal, state, and/or local) funds for this school: \$1,326,995.31

Addendum

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.

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 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.

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