



iLEAD Agua Dulce Single Plan for Student Achievement 2024-2025

School Name: iLEAD Agua Dulce	
About the School: At iLEAD Agua Dulce, you will find a school that prioritizes a positive, supportive, and inviting environment where our students (learners) can focus on their development. In addition to academic excellence, we are committed to supporting learners’ development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) and Success Coaches are devoted to providing learners with the best academic and emotional support by way of small class sizes and individualized attention.	
<p>School Mission and Vision: The mission of iLEAD Agua Dulce is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for learners in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century.</p> <p>The vision of iLEAD Agua Dulce is that all learners would become creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.</p>	<p>CDS Code: 19 75309 0138297</p>
SSC Approved: Jun 12, 2024	Board Approved: June 26, 2024
<h3 style="margin: 0;">Purpose</h3> <p style="margin: 0;"><i>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)</i></p>	
<p>The purpose of this plan is to use a continuous cycle of improvement for a Schoolwide Program and Additional Targeted Support and Improvement that increase growth and achievement for learners falling below proficient in English Language Arts and Math, increase staff capacity through professional development, and bolster a program that results in a well-rounded education.</p> <p>The school’s Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with iLEAD Agua Dulce’s Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members including staff, learners, families, and school leadership.</p> <p>The school receives Federal Title I, Title II, and Title IV funding. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.</p> <p>iLEAD Agua Dulce is eligible for Additional Targeted Support and Improvement based off the 2022 California Dashboard indicators for Students with Disabilities. This plan serves as the school’s Additional Targeted Support</p>	



and Improvement plan.

ESSA Requirements

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.

This plan will align our school goals in this SPSA to the school's Local Control and Accountability Plan (LCAP) as possible. The school will meet the Every Student Succeeds Act (ESSA) by having fidelity and coherence to the California State Standards and the school's educational program as outlined in the most recent charter petition and the Federal LCAP Addendum. The school will use Project-Based Learning, a focus on social emotional learning (SEL), and personalized support with a Multi-Tiered System of Support (MTSS). NWEA MAP assessments in math and reading are given 3 times annually to differentiate learning and target struggling learners for support, as well as monthly data protocol by class/grade level and semester school-wide data protocols. The focus on schoolwide coherence, teamwork, learner engagement, learner achievement is how we will strive to meet the ESSA requirements. Educational partners, including the SSC, staff, governing board, parents, and school leaders will review the SPSA annually and learning data to ensure that it reflects efforts to increase learner growth and achievement through data informed practices. The SPSA compliments the school's LCAP goals and actions to ensure efficiency in evidence-based continuous improvement practices and school resources.

Educational Partner Involvement and Comprehensive Needs Assessment

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

The annual SPSA process starts in the fall for the following school year and is finalized in the spring after learner assessment data and SPSA goals are analyzed. School leadership and staff use verifiable data in the fall to assess Title programming and make adjustments to programming based off the data. The Schoolsite Council meets to review verifiable data from the California Dashboard and Data Quest and give input to implementing programming and meeting goals. Lastly, the school's governing board reviews data in the fall.

Frequent feedback and planning conversations happen throughout the school year through iSUPPORT programs, leadership reflection and professional development, staff collaboration, data protocol meetings, and the school's continuous improvement cycle activities. The school makes a coordinated effort to collect, analyze, and use "Street Data".

During the spring planning process, school leadership sends annual family, learner, and staff surveys using Panorama Education, which uses evidence-based, nationally normed questions to gather feedback and input on school programming and needs for the following school year. The SPSA is analyzed and revised for the following school year by school leadership and the Schoolsite Council and presented to staff for input. The Board approves the SPSA in June alongside the school LCAP.

The school engages in a year-long process of continuous improvement to serve as its comprehensive needs assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required



LCAP metrics, annual program evaluation and planning, monthly grade level data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review.

Resource Inequities: ATSI

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

iLEAD Agua Dulce is a single school LEA and all Title funding is allocated to the school directly.

iLEAD Agua Dulce, there are many opportunities available to increase the academic performance of learners. iLEAD Agua Dulce has been identified as meeting the requirement for Additional Targeted Support and Improvement under ESSA for the following subgroups:

- Students with Disabilities

Learners in these subgroups were identified for low performance in:

- CAASPP Math
- CAASPP ELA

In 2023-24, 16.8% of iLEAD Agua Dulce’s population qualified for Special Education.

A comprehensive budget and resource analysis was performed. It was determined that no inequities exist for the identified subgroup for equitable offerings for resources and services.

The school will perform more in-depth root cause analysis throughout the 24-25 school year to continue to participate in root cause analysis through the school’s equity taskforce.

Goals, Strategies, Expenditures

Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in ELA.

Identified Need

iLEAD Agua Dulce scored 49.1 points below standard in ELA for all learners on the 2023 CAASPP. Students with Disabilities were rated “Very Low” on the California Dashboard, which is one rating below the all student group. There is a need to increase academic achievement in ELA for identified learners needing intervention based on internal NWEA ELA MAP scores.

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional	Expected Spring 2024 all learners grades K-8 CGI: .0.0	Meet or exceed a CGI score of 0 or higher in Spring 2025



Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.		Expected Spring 2024 CGI for Students with Disabilities: -1.08	all learners	Meet or exceed a CGI score of -.5 or higher in Spring 2024 for Students with Disabilities
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Tier II reading intervention	Identified learners falling below State proficiency levels grades K-8.	Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels. These employees will implement, and help monitor strategies and activities to support reading learning in alignment to California State Standards.	\$19,841	Title I
Training	all	Training in MTSS strategies	\$8,013	Title IV

Annual Review	
SPSA Year Reviewed: 2023-2024	Summary: iLEAD Agua Dulce Facilitators worked to implement an ELA intervention program in grades 1-5 for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2023.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators and Care Team worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and new curriculum were used to design intervention activities for learner's based on their skill development needs. iLEAD Agua Dulce is expected to meet it's goal of a CGI score of 0 or above for Spring 2024 NWEA MAP assessments for all learners but will need to continue to grow for learners with disabilities.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2023-24 estimated actuals.



<p>implement the strategies/activities to meet the articulated goals.</p>	
<p>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 SPSSA.</p>	<p>iLEAD Agua Dulce moved to a Schoolwide Program this year to implement a wider reach of interventions and strategies.</p> <p>iLEAD Agua Dulce will continue offering small group intervention programs using live classes, credentialed teachers and care team (classified aides), intervention software, and close monitoring of Tier II learners.</p>

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in Mathematics.

<p>Identified Need</p>	<p>iLEAD Agua Dulce scored 71 points below standard in Mathematics on the 2023 CAASPP. There is a need to increase academic achievement in math for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.</p>
-------------------------------	---

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
<p>NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.</p>	<p>Expected Spring 2024 all learners grades K-8 CGI: -0.2</p> <p>Expected Spring 2024 CGI for Students with Disabilities: -1.8</p>	<p>Meet or exceed a CGI score of 0 or higher in Spring 2025 all learners</p> <p>Meet or exceed a CGI score of -.5 or higher in Spring 2025 for Students with Disabilities</p>

Strategies/Activities

Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
<p>Tier II math intervention</p>	<p>Identified learners falling below State proficiency levels grades K-8.</p>	<p>Designated Care Team Support Providers to work directly with identified learners falling below State proficiency levels in grades 1-5. These employees will implement, and help monitor strategies and activities to support math learning in alignment to California State Standards.</p>	<p>\$19,841</p>	<p>Title I</p>



Annual Review	
SPSA Year Reviewed: 2023-2024	Summary: iLEAD Agua Dulce Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2023.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	Facilitators worked with targeted learners during instructional time in small groups to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and intervention curriculum were used to design individual lessons and practice for learner's based on their skill development needs. iLEAD Agua Dulce is not expected to meet it's goal of a CGI score of 0 or above for Spring 2023 NWEA MAP assessments, however they did meet the state goal of -.2
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned. No Title I, II, or IV rollover is expected based on 2023-24 estimated actuals.
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.	iLEAD Agua Dulce is moving to a Schoolwide Program next year to implement a wider reach of interventions and strategies. iLEAD Agua Dulce will continue offering small group intervention programs using intervention strategies and curriculum, credentialed teachers and care team (classified aides), and close monitoring of Tier II learners.

Goal 3: Increase learner engagement and social-emotional well-being.		
Identified Need	Due to COVID, there is an increase in the need for behavior intervention, social-emotional support, and learner engagement. Educational partner surveys, absenteeism data, suspension data, and educational partner input served as data during the comprehensive needs analysis to create this new goal for 2023-2024.	
Annual Measurable Outcomes		
Metric	Baseline	Expected Outcome
Number of learners who met at least 1	Fall 2023 survey: 46% of learners met their	Increase by 2%



SEL individual learning plan goal on SEL Survey		SEL goal.	annually	
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
SEL Curriculum	All learners	Curriculum and programming to support social-emotional wellbeing on campus.	\$10,000	Title IV

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$57,695
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,695
Total of Federal Title Funds for this school	\$57,695

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



learner 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 learner 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 learners. 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 learners 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, learners, 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, learner 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, learners, school faculty and staff, and the community in the development of the SPSA and the annual review and update.



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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **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 learner 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 learner 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 learner 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 learners will benefit from the strategies/activities by indicating "All Students" or listing one or more specific learner group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the learner groups to be served shall include the learner groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all learners or the learner 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 learner 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 learners 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 learners and groups of learners 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 learner 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--
- provide opportunities for all children including each of the subgroups of learners to meet the challenging state academic standards
 - use methods and instructional strategies that:
 - strengthen the academic program in the school,
 - increase the amount and quality of learning time, and
 - provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - 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 learners demonstrate at least proficiency on the State's academic standards through activities which may include:
 - strategies to improve learners' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce;
 - implementation of a schoolwide tiered model to prevent and address problem behavior;
 - professional development and other activities for facilitators, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - 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 learners in meeting the State's academic standards, particularly for those learners 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 learners 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 learners 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 learners' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those learners.

G. For an elementary school, a description of how the school will assist preschool learners 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, facilitators, and parents) to locally develop and implement the CSI plan for the school to improve learner 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 learner 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, facilitators, and parents) the school shall develop and implement a school-level TSI plan to improve learner outcomes for each subgroup of learners that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including learner 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/guidanceeusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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



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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019