

Single Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
LOS ANGELES LEADERSHIP ACADEMY	19 64733 1996610	11/27/19	[Board Approval date]

This document describes the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Leadership and School Site Council reviewed the 2017-2018 SPSA.
 Leadership and School Site Council Leadership met to collaborate on evaluation of program and to brainstorm ideas for program improvement.
 Leadership collaborated to create draft of 2018-2019 SPSA
 Leadership and School Site Council met to review draft of 2018-2019 SPSA and provide recommendations.
 School Site Council Leadership presented the 2018-2019 SPSA to the school board.
 School board reviewed and adopted the 2018-2019 SPSA

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase English proficiency

Basis for this Goal

Students, **including all significant subgroups**, will meet or exceed targets for growth in English / Language Arts Literacy as outlined by CCSS.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP English (met / exceeded)	23%	50% (WASC Goal for 2018)
NWEA Reading (meet / exceed RIT)	6th Grade: 39% 7th Grade: 17% 8th Grade: 49% 9th Grade: 60% 10th Grade: 61%	41% (WASC Goal for 2018)
NWEA Language (meet / exceed RIT)	6th Grade: 39% 7th Grade: 35%	39% (WASC Goal for 2018)

	8th Grade: 28% 9th Grade: 75% 10th Grade: 66%	
ELPAC (3 or 4 Overall Perf Level)	42%	52%
Reclassification	19.6%	16%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

ALL students

Strategy/Activity

Increase stakeholder awareness of student and school-wide progress towards goals through:

- data analysis sessions for grades 6-12
- individual student goal setting
- student assemblies
- CAASPP Bootcamps
- ELPAC Bootcamps
- parent conferences and workshops

Proposed Expenditures for this Strategy/Activity

Amount(s)

no funds required

Source(s)

Budget Reference(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

ALL students

Strategy/Activity

Increase student motivation to improve English proficiency results through incentives such as celebrations and awards (t-shirts, certificates, medals, experiences)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2000
Source(s)	0000
Budget Reference(s)	Student Activities - Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

ALL students

Strategy/Activity

Implementation of internal benchmark assessments to monitor progress towards English proficiency. (NWEA Map)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,262
Source(s)	0000
Budget Reference(s)	NWEA Map (English and math)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students in grade 6-8

Strategy/Activity

Implementation of reading intervention and enrichment through the adaptive program Achieve 3000, during Universal Access Period

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$16,775
Source(s)	0000
Budget Reference(s)	Educational Software Achieve 3000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Students in grade 9-12

Strategy/Activity

Implementation of additional grammar instruction through adaptive program No Red Ink, during Intervention/ Enrichment period

Proposed Expenditures for this Strategy/Activity

Amount(s)

Free Resource

Source(s)

Budget Reference(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

ALL students

Strategy/Activity

Implementation of board adopted English curriculum for grades 6-11 and ELD with fidelity (ConnectEd: StudySync)

- select English Department Chair for grades 6-12 to support teachers including support with implementation of curriculum with fidelity
- Principals use observation protocols to ensure implementation

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$3,000

Source(s)

0000

Budget Reference(s)

Department Chair Stipend
Observation Days (Substitute Cost)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

English Language Learners in grades 6-12

Strategy/Activity

2 Paraprofessionals (1 middle school / 1 high school) to provide support for English Language Learners in the classroom, during intervention and enrichment, and during English Language Development class

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$32,000
Source(s)	3010
Budget Reference(s)	ELL Paraprofessionals (English and math support)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

9-12 Emerging English Learners

Strategy/Activity

Rosetta Stone software to practice English skills at school and at home

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,800
Source(s)	4203
Budget Reference(s)	Instructional Software

Goal 2

Increase math proficiency as outlined by CCSS.

Basis for this Goal

Students, including all significant subgroups, will meet or exceed targets for Math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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CASSPP Math (met / exceeded)	12%	23% (WASC Goals)
NWEA RIT (meet / exceed)	6th Grade: 40% 7th Grade: 26% 8th Grade: 42% 9th Grade: 67% 10th Grade: 66%	32% (WASC Goals)

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Increase stakeholder awareness of student and school-wide progress towards goals through:

- data analysis sessions for grades 6-12
- individual student goal setting
- student assemblies
- CAASPP Bootcamps
- parent conferences and workshops

Proposed Expenditures for this Strategy/Activity

Amount(s)

no funds required

Source(s)

Budget Reference(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

ALL students

Strategy/Activity

Increase student motivation to improve math proficiency results through incentives such as celebrations and awards (t-shirts, certificates, medals, experiences)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2000

Source(s)	0000
Budget Reference(s)	Student Activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

ALL students

Strategy/Activity

Implementation of internal benchmark assessments to monitor progress towards math proficiency. (NWEA Map)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000
Source(s)	0000
Budget Reference(s)	NWEA Map Assessments (English and math)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students in grade 6-12

Strategy/Activity

Implementation of math intervention and enrichment through the adaptive program ALEKS during Universal Access (middle school) and Intervention and Enrichment period (high school).

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$13,742.00
Source(s)	9110
Budget Reference(s)	ALEKS

Strategy/Activity 5

Students to be Served by this Strategy/Activity

ALL students

Strategy/Activity

Pilot state approved math curriculum to increase 6-12 alignment and alignment with CAASPP math assessment.

Proposed Expenditures for this Strategy/Activity

Amount(s)	no funds required (resources for pilot being provided by McGraw Hill)
Source(s)	0000
Budget Reference(s)	Math Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

English Language Learners in grades 6-12

Strategy/Activity

2 Paraprofessionals to provide support for English Language Learners in the classroom, during intervention and enrichment, and during English Language Development class

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$32,000
Source(s)	3010
Budget Reference(s)	ELL Paraprofessionals (same for English and math support)

Goal 3

Improve College and Career Readiness

Basis for this Goal

Increase % of students who score as "Prepared" on college and career indicator performance levels

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
College and Career Performance levels	At minimum, 100% of Class of 2018 graduates scored as "Approaching Prepared" on the College and Career Performance levels	50% of Class of 2019 graduates scores as "Prepared" on the College and Career Performance levels

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Implement Naviance - a comprehensive college and career readiness solution that helps align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8,665
Source(s)	9203
Budget Reference(s)	College and Career Readiness

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students in grades 9-12

Strategy/Activity

College Counselor to promote, monitor student progress towards, and support higher education goals. Leads implementation of Naviance, submission of A-G courses on Doorways, Concurrent Enrollment opportunities. Supports with SAT, PSAT, and AP testing. Works with students, parents, and faculty on grad checks, college applications, FAFSA and scholarship applications.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$65,000
Source(s)	3010
Budget Reference(s)	HS College Counselor

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students in grades 9-12

Strategy/Activity

Hire a College Center Clerk who will:

- provide at-risk students support to complete A-G courses
- collaborate with the College Counselor to grow the concurrent enrollment program (recruitment, registration, assist professors, etc)
- provide student support with college course completion

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$12,300
Source(s)	7338
Budget Reference(s)	College Center Clerk

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Special Needs students in grades 9-12

Strategy/Activity

Provide additional support to special needs students to complete courses that meet the UC or CSU a-g criteria through support of 2 paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$38,000
Source(s)	6500
Budget Reference(s)	Resource Paraprofessionals

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students in grades 9-12

Strategy/Activity

Improve AP program by increasing

- AP teacher preparedness
- AP passing rates
- AP course student enrollment

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$9,000 3 Teachers - AP Mentoring, 2 Teachers AP Training
Source(s)	4035
Budget Reference(s)	Professional Development - AP Instruction

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Principals use observation protocols to monitor rigor based on instruction at DOK levels 3 and 4 to improve student preparedness for success in AP courses.

Proposed Expenditures for this Strategy/Activity

Amount(s)	no additional costs
Source(s)	
Budget Reference(s)	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Students in grades 6-8

Strategy/Activity

Dean of Culture to increase college going culture and provide support for at-risk students

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$60,000
Source(s)	3010
Budget Reference(s)	Dean of Culture

Goal 4

Professional development

Basis for this Goal

Provide strategies to improve academic instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP English	23%	50% (WASC Goal for 2018)
CAASPP Math	12%	23% (WASC Goals)
Reclassification	16.9%	10% (LCAP Goal)
College Readiness	100% "Approaching Prepared"	50% Scoring at "Prepared"

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

SIOP Professional Development - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$18,000
Source(s)	4203,4035

Budget Reference(s)

Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

ELL Reclassification Process and Instructional Strategies

Proposed Expenditures for this Strategy/Activity

Amount(s)

no funds required - (In House PD)

Source(s)

Budget Reference(s)

Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Special Education PD - Reading and IEP, Accommodations vs Modifications

Proposed Expenditures for this Strategy/Activity

Amount(s)

no funds required (in house pd)

Source(s)

Budget Reference(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Suicide Prevention PD

Proposed Expenditures for this Strategy/Activity

Amount(s)	no funds required (in house pd)
Source(s)	
Budget Reference(s)	

Other professional development - AP Mentoring/ Training (Goal 3), Restorative Circles, Suicide Prevention, and BSET Training (Goal 5)

Goal 5

Provide a safe learning environment

Basis for this Goal

Increase ADA and decrease suspension rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ADA	94%	95%
Suspension Rate	over 5%	less than 5%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Restorative Circles

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8000
Source(s)	9110
Budget Reference(s)	MTSS - Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Ripples Effect - Evidence-based, learner-directed, trauma-informed, personalized technology to address non-academic barriers to school success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	9110
Budget Reference(s)	MTSS Resource

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Outreach - work with local organizations such as VIP and Boys and Girls Club to connect students and parents to mental health services, mentoring, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	no funds required
Source(s)	
Budget Reference(s)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Suicide Prevention PD

Proposed Expenditures for this Strategy/Activity

Amount(s)

no funds required (in house pd)

Source(s)

Budget Reference(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Alternatives to Suspension PD

Proposed Expenditures for this Strategy/Activity

Amount(s)

no funds required (in house pd)

Source(s)

Budget Reference(s)

Goal 6

Increase Parent involvement

Basis for this Goal

Increase parent involvement and awareness of college readiness expectations

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent participation at workshops, student conferences, etc.	less than 5%	20%
Parent Square - Parents Reached Data	94%	90%
PowerSchool Parent Log Ins: Number of parents signed up to receive progress reports via email	10 parents	50 parents
PowerSchool Parent Log Ins: Total sign-ins by parents	323	500

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Host parent workshops, parent meetings, and conferences to maintain parents informed and involved in school activities

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,754
Source(s)	3010
Budget Reference(s)	Cost of Workshops

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Maintain ongoing communication with parents through ParentSquare

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,600
Source(s)	0000
Budget Reference(s)	Communication System

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Train parents to access student information through SIS (PowerSchool).

Proposed Expenditures for this Strategy/Activity

Amount(s)	no funds required
Source(s)	
Budget Reference(s)	SIS

Goal

Increase School Safety

Basis for this Goal

Ensure the sites are safe for all stakeholders

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Satisfactory Facility Inspection Reports	2 corrective actions (Food Inspector)	0 Corrective Actions
Stakeholder survey (LCAP Survey)	301 surveys submitted	400 surveys submitted

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

To increase prevention measures, ensure cameras and speakers throughout school are in working order.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	0000
Budget Reference(s)	Technology - School Safety

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Implement use of School Dude for communication of classroom and site improvement needs

Proposed Expenditures for this Strategy/Activity

Amount(s) \$4,000

Source(s) 0000

Budget Reference(s) School Dude

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

VIP Workshops for students, parents, and staff regarding mental health

Proposed Expenditures for this Strategy/Activity

Amount(s) no funds required

Source(s)

Budget Reference(s)

Budget Summary and Consolidation

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

Budget Summary

DESCRIPTION

Total Funds Provided to the School Through the Consolidated Application

AMOUNT

\$ 215,244

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

\$ [Enter amount here]

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I, Part A: School Allocation	\$175,399
Title I, Part A: School Parent and Family Engagement Allocation	\$1,754
Title II, Part A: Supporting Effective Instruction	\$16,578
Title III, Part A: Language Instruction for English Learners and Immigrant Youth	\$10,202
Title IV Part A: Student Support and Academic Enrichment Grants	\$13,065

Subtotal of consolidated federal funds for this school: \$ 215,244

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

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

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

Total of consolidated (federal, state, and/or local) funds for this school: \$[Enter total funds here]

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 Immigrant 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