School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Summit Public School: Denali	43 10439 0128090	September 29, 2020	February 18, 2021

Purpose and Description

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

Targeted Support and Improvement

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.

NA

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

Community Engagement Team: As part of the services contract with the Charter Management Organization, Summit Public Schools has full-time Community Engagement Team that partners with school staff to support family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement Sessions.

Summit Denali met with parents, students, and teachers in the Spring of 2019 to review our annual progress and garner feedback and analysis on our 2019-20 LCAP goals. Our community members were notified of the stakeholder engagement session through announcements, phone calls, emails, and community newsletters. Students met during lunch, staff met during a scheduled staff meeting, and a community meeting was held in the evening during a date and time identified on the school's annual event calendar.

During the meetings, community members had a chance to review a presentation of the LCAP goals and the school's current progression towards the goals by reviewing data and finances. Then, the stakeholders engaged in a discussion and feedback was gathered by school leadership in order to make decisions about the 18-19 LCAP Annual Update and the 19-20 LCAP. Community members who could not attend the meetings were able to download the materials from the website and share their input virtually with the school leaders. All subgroups were represented and Spanish translations were provided. Summit [school] leadership reviewed and analyzed the results of the annual Parent Survey.

These conversations continued to provide affirmation of our goals and the progress that our school is making towards providing an exemplar school experience for our students. One area of discussion that specifically impacted our activities for our 19-20 LCAP was around academic interventions. Our plans reflect increased support for literacy and math interventions. Additionally, stakeholders discussed the need to not only attract high-quality staff but an increased effort to retain these employees from year to year. We will be expanding our support of teachers through targeted coaching and professional growth opportunities. Stakeholders expressed supports for the mentoring program, and expressed desires for increased resources for teachers to support mentoring of students who are struggling. Parents suggested additional ways for family engagement.

Summit Public Schools deeply values stakeholder engagement as an important component of developing plans and understanding community needs. Our commitment to robust communication with our families and school community is rooted in a shared organizational value of collaborative decision making. To that end, we have consistently engaged with a comprehensive group of stakeholders to gather input on safety, returning to school, student and family needs (including technology and internet access/bandwidth, supplies), teacher needs (including technology and internet access/bandwidth, teaching tools and professional development). This input, together with a robust engagement from network-wide school administration teams, teachers, and the collective bargaining unit, was used to develop the specific actions and expenditures in the Learning Continuity Plan.

Specifically, we began communicating with families and teachers in the Spring of 2020 to directly understand the needs of each member of our community that would support a transition to equitable learning in school away from our buildings. We did this by providing consistent and transparent communication via email and robocall/text in multiple languages that shared our decision making criteria and opportunities for input. We also sought direct feedback through a series of stakeholder surveys to the following groups: students, parents, faculty.

All surveys were provided via multiple modes of communication and in the two primary home languages of our community: English and Spanish. Students were informed of the survey through their mentors and all stakeholders received multiple emails with survey links. We issued robocalls and robo-text messages to primary caregivers that included URL links to surveys.

We communicated with families directly via email for the first 10 days of the school year to directly share the activities of the day and the model of Virtual School. Through these communications and many other touchpoints over the course of the first few weeks of school, we invited our community stakeholders to share feedback and highlighted the many ways that they can develop relationships with the school. Additionally, we held a Virtual Back to School night where we shared our annual priorities and how parents and caregivers can support their student(s) in Virtual School. After hearing from our school leadership team, families were able to meet their student's teachers and to hear more about what they'll be learning over the course of the year.

After gathering all information from stakeholders, we prepared our plan and held a hearing on September 14th to gather final input.

- Posted to the website
- Shared with families in an email
- Shared the availability of the LCP on school social media channels.

Resource Inequities

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

[Add text here]

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

All students will graduate college-ready.

Identified Need

While we are proud that the Summit Public Schools network has a six year college graduation rate at double the national average (55 percent), we want to better prepare our students with the skills, knowledge, and habits needed to be successful in a 4-year college because of the career and life opportunities that a college degree opens.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers appropriately credentialed	Baseline, 59% Actual, 100%	100%
Pupils with access to standards-aligned instructional materials	Baseline,100% Actual, 100%	100%
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills:	Baseline 83% Actual, 82%	85%

Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills	Baseline,73% Actual, 72%	72%
Students scoring Proficient or higher on Smarter Balanced assessments on ELA	Baseline All Students: 67% EL Students: 15% SED Students : 34% Hispanic Students: 39% Asian Students: 87% White Students: 83% Two or More Races Students: 87% SPED Students: 26% Actual All Students: 73% EL Students: N/A (n<10) SED Students: 37% Hispanic Students: 43% Asian Students: 87% White Students: 90% Two or More Races Students: 82% SPED Students: 29%	All Students: 77% EL Students: 25% SED Students: 44% Hispanic Students: 54% Asian Students: 85% White Students: 85% Two or More Races Students: 85% SPED Students: 26%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math:	Baseline All Students: 60% EL Students: 18% Economically Disadvantaged Students: 23% Hispanic Students: 25% Asian Students: 89% White Students: 77% Two or More Races Students: 85% SPED Students: 16% Actual All Students: 68% EL Students: N/A (n<10) Economically Disadvantaged Students: 30% Hispanic Students: 30%	All Students: 70% EL Students: 25% Economically Disadvantaged Students: 31% Hispanic Students: 36% Asian Students: 85% White Students: 85% Two or More Races Students: 84% SPED Students: 29%

	Asian Students: 87% White Students: 82% Two or More Races Students: 84% SPED Students: 23%	
Pupil Achievement: Students admitted to a 4 year college:	NA	NA
Pupil Achievement: EL Students reclassified to English Proficient:	Baseline, 7.5% Actual, 10.9%	5%
Pupil Achievement: Average number of years before EL students are reclassified:	Baseline 2 YRS Actual, 1.2 years	2 YRS
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	NA	NA
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	NA	NA
Pupil Engagement: School absenteeism rate:	Baseline 3.3% Actual 4.2%	4.5%
Pupil Engagement: Chronic absenteeism rate:	Baseline All Students: 1.74% Asian Students: 0% Hispanic Students: 1.5% White Students: 1.6% Two or More Races Students: 0% EL Students: 0% SED Students: 0.79% SPED Students: 2.5% Actual All Students: 11.10% Asian Students: 6.4% Hispanic Students: 13.2% White Students: 6.9% Two or More Races Students: 22% EL Students: 16.3%	All Students: 10% Asian Students: 5% Hispanic Students: 10.3% White Students: 13.1% Two or More Races Students: 10.3% EL Students: 12% SED Students: 9.7% SPED Students: 8.2%

	SED Students: 13.9% SPED Students: 25.5%	
Pupil Engagement: Middle school dropout rate:	0%	0%
Pupil Engagement: High school dropout rate:	NA	NA
Pupil Engagement: High school graduation rate:	NA	NA
Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)	100%	100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention. The following expenditures will be funded by the federal funds: Home Office Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$10,892	Title II, 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Standardized Assessment Program:Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics.

Assessments planned include the following (this list is not exhaustive)

Common Assessment Plan of formative and summative assessments for each course aligned to state and common core standards.

SBAC

ELPAC

PSAT

SAT

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Literacy intervention: This is an intervention devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from

their teacher. The highest need students, such as EL students and students with foundational gaps, receive a directed intervention in a personalized setting. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.

The following expenditures will be funded by the federal funds: Certificated staff salaries

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$23,777	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income
Strategy/Activity

Math Intervention: This is an intervention devoted to improving student numeracy.Students who are at grade level in numeracy are required to work independently on a research-based blended learning platform for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a personalized setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$23,777	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Extended school day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on- track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Expeditions: Expeditions is an 8 week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes:

1) Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.

2) Students have a chance to explore non-academic passions.

3) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs

4) Students explore careers via annual Career Days and through internships.

5) Students have an opportunity to explore college options and learn more about the college experience in their junior year.

6) Students have an opportunity to obtain support on core academic course work and enhance their learning.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.   The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers

gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal:

1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.

3) Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Administrators of the school by keeping her eye out for overall trends in college admissions and financial aid, training mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works with the College Readiness program.

4) College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondary success. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools.

5) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goal 2

Parents and faculty are partners in supporting their students and the school.

Identified Need

Research shows that students with involved parents are more likely to: 1) earn higher grades and test scores, 2) pass their classes, 3) attend school regularly, 4) have better social skills, and 5) graduate and go on to post-secondary education. Because of the importance of parents engaging in their student's education, we encourage parents and faculty to be partners in supporting our students and our school. Our parent survey results indicated that we have opportunities to improve in providing paths to parent leadership, communication between parents and teachers, and our parents' understanding of their student's academic experience and how to support their success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate: Parents/Families having a family meeting with	100%	100%

student's mentor:		
School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey:	Baseline All Students: 79% Asian Students: 87% Hispanic Students: 87% White Students: 74% Two or More Races Students: 75% EL Students: 95% SED Students: 93% Actual All Students: 82% Asian Students: NA Hispanic Students: NA White Students: NA Two or More Races Students: NA EL Students: NA SED Students: NA	All Students: 80% Asian Students: 80% Hispanic Students: 80% White Students: 80% Two or More Races Students: 80% EL Students: 80% SED Students: 80%
[Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey:	Baseline All Students: 58% Asian Students: 42% Hispanic Students: 66% White Students: 44% Two or More Races Students: 33% EL Students: 82% SED Students: 77% Actual All Students: 60% Asian Students: NA Hispanic Students: NA White Students: NA Two or More Races Students: NA EL Students: NA SED Students: NA	All Students: 60% Asian Students: 60% Hispanic Students: 60% White Students: 60% Two or More Races Students: 60% EL Students: 60% SED Students: 60%
Parental Involvement: Parents responding positively to "I trust my student's school" on	Baseline 87% Actual, 83%	84%

parent survey":		
Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school."	Baseline, 79% Actual, 78%	78%
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":	Baseline, 84% Actual, 93%	85%
Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.":	Baseline, 80% Actual, 86%	83%
Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)":	Baseline, 86% Actual, 81%	85%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Community Engagement Team: Summit schools have a Community Engagement

Manager that supports family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social

media, family newsletters, translation costs, robocalls and robo text systems.

This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions. Site- based Community Engagement Managers

are trained and supported by a small team housed within the Charter Management

Organization.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Parent Organization & Community Events:

Our school has a parent organization to promote parental involvement, parent

education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Summit Learning Platform: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance.   The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners   Foster Youth   Low Income

Strategy/Activity

Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with

families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Parent Feedback Mechanisms: Twice a year, we administer a parent survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit's Family Engagement team will host ad hoc feedback sessions, depending on needs and topics of interests for the school.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal

interpreters for our schools and teachers to use.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Parent Resources: We will continue creating robust resources (i.e., websites,

playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Parent Ambassador Institute: To empower families to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and programming. Through the Institute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Professional Development & Resources for Teachers: We will provide resources, tools, and professional development training for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and

communication templates.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Mentor Group Leads: For each mentor group in our school, we have parent leaders who work with the mentor for that group to build community & culture, communicate key information, and be a resource for the parent group members.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goal 3

All community members feel safe at school.

Identified Need

Ensuring all students and community members feel safe at school is important to creating a positive and active learning environment. We also need to create a respectful and nurturing school climate to facilitate healthy relationships among both students and faculty as well as allow our students to be their best selves. The semi-annual YouthTruth student survey showed that while the majority of students do feel safe at school, there is still room for us to improve the environment at school, including student-faculty relations, discipline policies, and student-student interactions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Basic: Unsafe facilities reports examined and addressed within 1 business day:	Baseline, 100% Actual, 100%	100%
Basic: Complaints about facilities repairs:	NA	NA
School Climate: Pupil Suspension Rate:	Baseline All Students: 4% Hispanic Students: 6.6% White Students: 4.8% Actual All Students: 4.3% Hispanic Students: 6.7% White Students: 3.6%	All Students: 4.6% Hispanic Students: 8.7% White Students: 3.5%
School Climate: Pupil Expulsion Rate:	Baseline, NA Actual, 0.20%	0%

School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey:	Baseline, 84% Actual, 90%	85%
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey:	Baseline, 84% Actual, 79%	79%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair":	Baseline, 3.99/5 Actual, 60%	63%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect":	Baseline, 4.2 /5 Actual, 87%	73%
School Climate: Faculty members responding positively to "I feel physically safe at school" on faculty survey	Baseline, 83.3% Actual, 89%	85%
School Climate: Required drills completed:	Baseline, 87.5% Actual, 82%	82%
School Climate: Information security breaches addressed with 24 hours:	100%	100%
Safety inspection completed?	Y	Y

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Foster Youth

Low Income

Strategy/Activity

Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need to be trained on facilitating restorative justice properly. All teachers will receive training during site professional development days and we will have professional development calibration during February professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Foster Youth

Low Income

Strategy/Activity

Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be

responsive in the classroom. In addition, School Leaders receive training on implicit bias in the staff selection process.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Emergency Plan Project: Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

[Identify student group(s) to be served here]

Strategy/Activity

Information Safety Project: As more information is stored electronically regarding students and their performance,it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Foster Youth

Low Income

Strategy/Activity

Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health support to bring site- based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Foster Youth

Low Income

Strategy/Activity

Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Foster Youth

Low Income

Strategy/Activity

Multi-tiered System of Supports: We are expanding and improving our Multi-tiered System of Supports, with an emphasis on Tier 2 and 3 supports for students who are struggling academically and emotionally. This will be a school-wide effort led by the Dean and Executive Director.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$58,446
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$58,446

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$47554
Title II	$10892

Subtotal of additional federal funds included for this school: $ 58,446

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $ 0

Total of federal, state, and/or local funds for this school: $58446

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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 Federal Programs and Reporting 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 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.Improvement, or Additional Targeted Support and Improvement)

Description

Stakeholder Involvement

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

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

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

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

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI 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 student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i.   strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i.   strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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