

ESSA CSI/ATSI Workshop

March 4, 2019

Safety Announcement

In the event of an emergency evacuation:

- Please notify me if you require assistance exiting
- Follow me as we vacate the room and building
- Proceed to the parking lot evacuation area for roll call
- Do not leave until attendance reporting is completed
- We greatly appreciate your cooperation in the event of an emergency



Agenda

1. CSI/ATSI Overview
2. CSI Connection to the LCAP
3. Funding for CSI
4. Planning Requirements
5. New SPSA Template
6. Plan Approval Process



Acronyms and Initialisms

- **CDE**—California Department of Education
- **COE**—County Office of Education
- **CSI**—Comprehensive Support and Improvement
- **ESEA**—Elementary and Secondary Education Act of 1965
- **ESSA**—Every Student Succeeds Act of 2015
 - Reauthorization of ESEA, replaced No Child Left Behind
- **FY**—Fiscal Year
- **GMART**—Grant Management and Reporting Tool
- **LCAP**—Local Control Accountability Plan
- **LEA**—Local Educational Agency
- **SISO**—School Improvement and Support Office
- **SPSA**—School Plan for Student Achievement (also known as the “School Plan”)
- **TA**—Technical Assistance



Comprehensive Support & Intervention

Additional Targeted Support & Intervention

Targeted Support & Intervention

CSI/ATSI/TSI Overview



ESSA Identification For Support

Comprehensive (CSI)

- Identified every 3 years
- Lowest performing 5% of Title 1 schools
- HS with grade rate below 67%

Targeted (TSI/ATSI)

- Identified annually (ATSI: every 3 yrs)
- 1 or more ***student groups*** meeting the 5% CSI criteria for ***2 consecutive years***

***Lowest 5% =**

- | | |
|---------------------------------------|--|
| 1) All Red indicators | 2) All Red and Orange indicators |
| 3) All Red but one of any other color | 4) Five or more indicators where majority is Red |

Additional Targeted Support and Improvement (ATSI):

As part of the ESSA requirement, TSI schools will be identified for ATSI every three years along with CSI. (ID will happen in 2018, 2019 and every 3 years after to align with LCAP)



CSI and ATSI Planning Requirement

Through the SPSA and SSC Process

CSI

The LEA shall, for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a **comprehensive** support and improvement plan for the school to improve student outcomes.

ATSI

The school shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), develop and implement a **targeted** support and improvement plan for the school to improve student outcomes for each student group identified.



ESSA COE Technical Assistance and Support for CSI

ESSA, Section 1003 Resources and Assistance	ESSA, Section 1003 Resources and Assistance
LEA Improvement Activities	COE Technical Assistance and Support
<ul style="list-style-type: none">• Complete the LEA LCAP CSI Summary Prompts	<ul style="list-style-type: none">• Support, review, and approve the LEA LCAP CSI Summary Prompts
<ul style="list-style-type: none">• CSI Plan Development and Implementation (School Plan and LCAP CSI):<ul style="list-style-type: none">– Building capacity– Partnering with stakeholders– Conducting needs assessments– Identifying/developing evidence-based interventions (strategies and activities)– Using data to develop, implement, monitor, and evaluate improvement efforts– Reviewing/identifying resource inequities, which may include a review of LEA- and school-level budgeting	<ul style="list-style-type: none">• Build LEA capacity to support their schools through meaningful engagement in the school improvement planning and implementation processes.• Technical assistance and support to LEAs should be related to CSI plan development and implementation activities.



CSI Connection to LCAP



Background

- ESSA requires schools receiving Title I funds and operating a schoolwide program (SWP), or schools eligible for CSI, TSI or ATSI to develop a school plan
- Assembly bill 716 revised CA Ed. Code (EC) sections 64001-65001 to streamline and align state & federal planning processes and added the requirements in EC section 64001



Addition of CSI Prompts

- The ESSA requires that the State Educational Agency (SEA) approve school plans for schools eligible for CSI.
 - In California the SBE is the SEA
- To address this requirement three Comprehensive Support and Improvement (CSI) Summary prompts have been added to the Plan Summary section of the LCAP template.



Guidance for Single-School LEAs

How to address School Planning Requirements Within the LCAP

LCAP Year (select from 2017-18, 2018-19, 2019-20)

[Enter LCAP Year]

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

[Add LEA Name here]

[Add Contact Name and Title here]

[Add Email and Phone here]

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

[Add text here]

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

[Add text here]

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not

12

Single-School LEAs

Single school districts (SSDs) or charter schools may use the LCAP to meet school planning requirements, as long as it meets the applicable federal school plan requirements, and LCFF stakeholder requirements, to develop its LCAP

- School plan requirements for schools operating a SWP include addressing
 - Title I, Part A Professional Development activities
 - Plans for pre-school transition (for LEAs providing pre-school with Title I, Part A funds)
 - Elements required for CSI, TSI, or ATSI plans, as applicable



Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

[Add text here]

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

[Add text here]

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

[Add text here]

Schools Identified

- The requirement is to identify to stakeholders those schools eligible to receive CSI.
- Use the common, readily identifiable name for each school.
- Use of such references as a CDS code or other unique identifiers, which are not readily understood by stakeholders, does not meet the requirement.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

[Add text here]



Support for Identified Schools

A **description** of how the LEA supports the development of CSI plans will include:

- A **brief description** of how the local needs assessment was conducted with the inclusion of stakeholder groups.
- A **brief description** of how evidence-based interventions were identified and selected.
- A **brief description** of how resource inequities were identified, which may have been through a needs assessment and/or a review of LEA- and school-level budgets.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

[Add text here]



Monitoring & Evaluating Effectiveness

- **Describe** the method/process/plan used by the LEA and school site to collect, organize and examine the data necessary to evaluate the implementation and effectiveness of the CSI plan.
 - The LEA shall identify what it considers to be the data sufficient to evaluate the implementation and effectiveness.
 - An LEA's response to this prompt should make clear that the LEA plans to collect what it determines to be data sufficient, to include outcomes from the Dashboard, for this purpose.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

[Add text here]



Talk Time

Discuss with your table how you will incorporate CSI/ATSI into your planning and stakeholder engagement process



Funding Information



Eligibility

ESSA Section 1003 Funds are:

- Available to each eligible LEA that submits an approvable application
- Formula based allocation
- Based on CA's Title I, Part A annual allocation
- Contingent on CA's annual budget
- SIG and Closed/Inactive schools are not included



General Notes

- Feb. 22 application was for 2018-19 state funds
 - funds available from March 18, 2019-June 30, 2020
 - will be allocated about April
 - January 2020 will be the next application cycle for use until June 2021
- NO carry-over
- LEA applies for each year in the 3 year cycle
- If LEA moves out of CSI before the end of the 3 years, they may not apply for the funds (this may change)



Program Requirements

- As a condition of funding, the LEA must partner with stakeholders, including school principals, and other school leaders, teachers, and parents to locally develop and implement a plan for each eligible school
- If CSI funds are used to implement actions/services to meet a goal articulated in the LCAP, those CSI funds would be included in the LCAP



Program Requirements

- ESSA, Section 1003 funds that are distributed to the school from the LEA must be included in the SPSA.
- Improvement strategies and activities must align to the goals, actions, and services in the LCAP.



Allowable Activities & Costs

ESSA, Section 1003 funds must only be spent on CSI strategies and/or activities directly related to the following school improvement activities:

- **Capacity building**
- **Plan development and implementation, including:**
 - Partnering with stakeholders
 - Conducting needs assessments and root cause analysis
 - Identification/development of evidence-based interventions, strategies, and/or activities
 - Using data to develop, implement, monitor & evaluate improvement efforts
 - Reviewing/identifying resource inequities, which may include a review of LEA & school-level budgeting



Disallowable Activities & Costs

Funds provided under this grant shall **not be used for the following purposes:**

- Hiring additional permanent staff
- Supplanting of existing funding and efforts, including costs otherwise necessary to operate a school without these funds (in addition to core/program for all students)
- Acquisition of equipment for administrative or personal use
- Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables) unless it is an integral part of an equipment workstation
- Food services/refreshments/banquets/meals
- Purchase or rental of space



Disallowable Activities & Costs

Continued:

- Payment for memberships in professional organizations
- Purchase of promotional favors, such as bumper stickers, banners, pencils, pens, or T-shirts
- Subscriptions to journals or magazines
- Travel outside of the United States
- Capital Outlay (Object Code 6000–6999)

Use of federal funds must be consistent with the Office of Management & Budget Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards



Grant Reporting Requirements

Actual expenditures for each performance period within the grant period shall be reported to the CDE as part of regular grant management and administration.

Report Name	Reporting Data	Performance Period	Reporting Due Date
Report 1	Expenditures	March 18, 2019, to June 30, 2019	July 31, 2019
Report 2	<ul style="list-style-type: none">• Expenditures• Date the local school board approved each school's SPSA	July 1, 2019, to October 31, 2019	November 29, 2019
Report 3	Expenditures	November 1, 2019, to February 29, 2020	March 31, 2020
Final Report	Expenditures	March 1, 2020, to June 30, 2020	July 31, 2020



Apportionments

CDE will apportion funds about one month after last day of the reporting period

First Apportionment (Approved Application)	Second Apportionment (Report 1)	Third Apportionment (Report 2)	Fourth Apportionment (Report 3)	Final Apportionment (Final Report)
25 percent of the preliminary LEA allocation	Claimed expenditures less prior payment	Claimed expenditures less prior payment	Claimed expenditures less prior payment	Claimed expenditures less prior payment



Planning Requirements



School Plan Requirements

The development of the School Plan is required to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
 - Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
 - May include local data
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals



School Plan Requirements

The School Plan is also required to include the following:

- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
Proposed expenditures



What Schools Complete a School Plan?

A school is required to develop a school plan if...

1. The School operates any program funded through the consolidated application that requires a plan (e.g. Title I SWP); or
2. The LEA has determined that its schools must complete a School Plan; or
3. The school has been identified for CSI, TSI, or ATSI



Is the CDE Template Required?

Schools eligible for CSI, TSI, or ATSI must use the CDE's School Plan Template to complete the School Plan

ESSA requires that school improvement plans for schools identified for CSI be approved by the State Educational Agency (SEA)

- In California the State Board of Education (SBE) is the SEA





*“ The California Way rests on the belief that educators want to excel, trusts them to **improve** when given the proper supports, and provides **local** schools and districts the flexibility to deploy resources so they can improve.”*

~ Introduction Blueprint for Great Schools 2.0

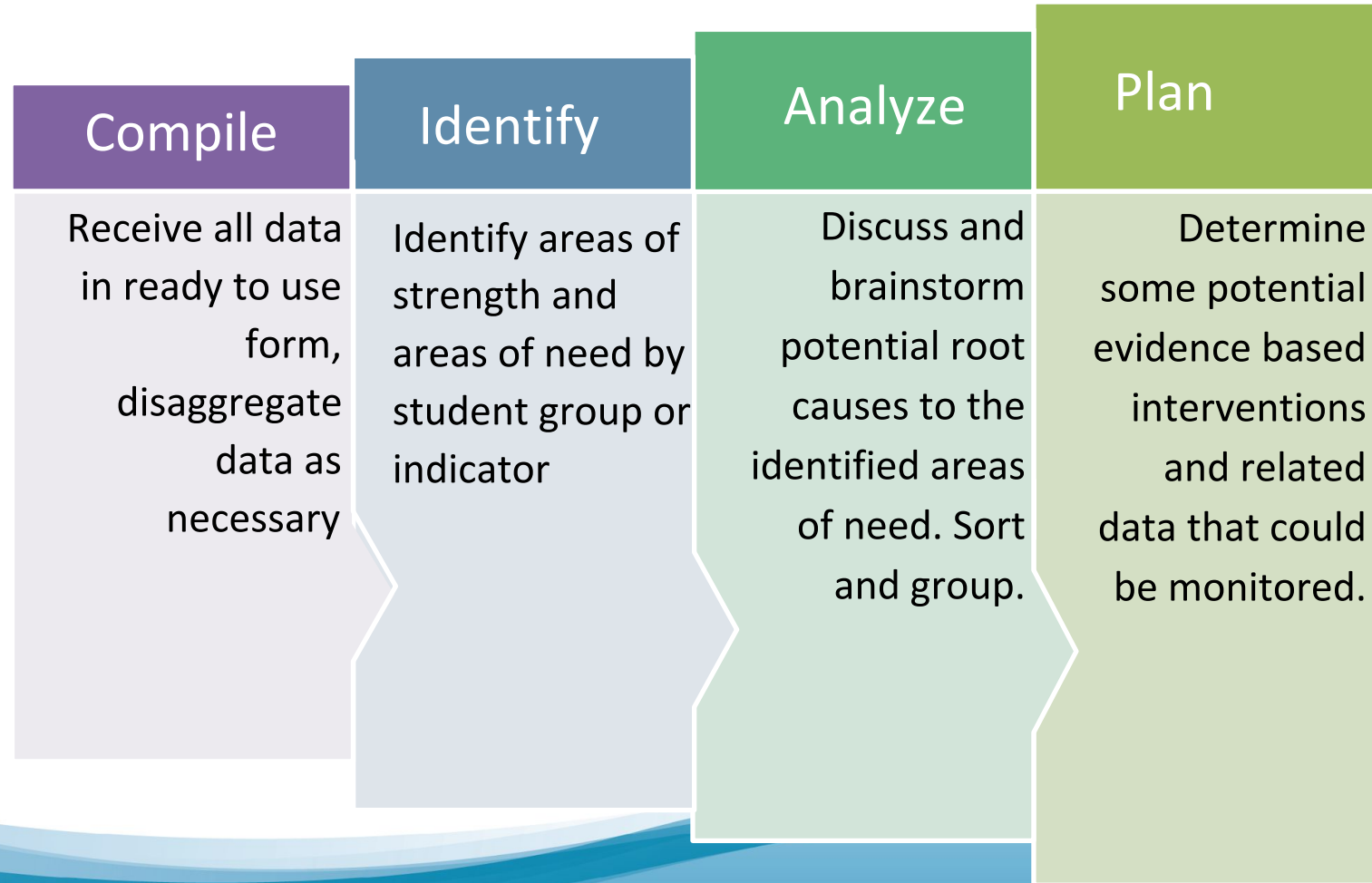


What is a Needs Assessment?

- the *first step* in developing a schoolwide or school improvement plan.
- a process to help school teams learn about their areas of strengths and challenges.
- more than just scores. It's an opportunity to determine the root causes of student achievement or lack thereof.



Needs Assessment and Planning Process



Sample

Indicator	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
Chronic Absenteeism	Orange	Orange	None	None	Orange	Red	None	None	None	None	Orange	None	Red	None
Suspension Rate	Red	Yellow	None	None	Orange	Red	None	None	None	None	Yellow	None	Red	None
English Language Arts	Orange	Yellow	None	None	Orange	Red	None	None	None	None	Orange	None	None	None
Mathematics	Red	Orange	None	None	Red	Red	None	None	None	None	Red	None	None	None

- Why are we getting these outcomes?
- Where are things breaking down?
- How can I learn more?



Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard
All Students	Orange	Low	Maintained	-50.9	-1.4	678	*	697	*	-49.5
English Learners	Yellow	Low	Increased	-65	3.7	254	*	274	*	-68.7
Foster Youth	None	*	*	*	*	9	*	5	*	*
Homeless	None	Low	Increased Significantly	-37.5	17.6	20	*	12	*	-55
Socioeconomically Disadvantaged	Orange	Low	Maintained	-56.4	-2.1	593	*	604	*	-54.3
Students with Disabilities	Red	Very Low	Maintained	-150.1	2.2	78	73	89	81	-152.2
African American	None	Very Low	Declined Significantly	-91.7	-28.3	25	*	19	*	-63.4
American Indian or Alaska Native	None	*	*	*	*	1	*	0	*	*
Asian	None	*	*	*	*	3	*	0	*	*
Filipino	None	*	*	*	*	3	*	3	*	*
Hispanic	Orange	Low	Maintained	-51.2	0.5	617	*	632	*	-51.7
White	None	Low	Increased	-8.6	5	28	*	42	*	-13.6

Root Cause

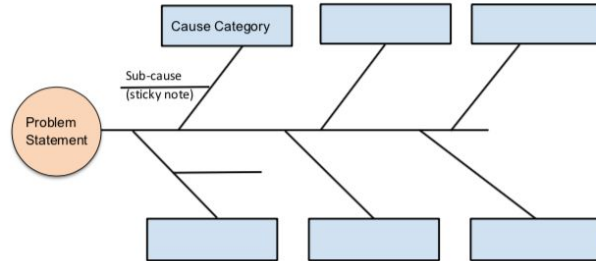


Fishbone Diagrams

Causal system analysis is a process that results in identifying the potential root causes of problematic outcomes. A **fishbone diagram** is one tool used to collect, organize, and summarize the group's current knowledge about potential causes of problematic outcomes or variation in outcomes. It often utilizes an affinity protocol to access the group's non-judgmental ideas and helps teams focus on the important underlying causes instead of jumping to solutions.

Components of Fishbone Diagrams

- The **problem statement** is recorded in the "head" of the fishbone diagram. The problem statement focuses on a concrete problem; either a gap in performance or unwanted variation in a system or process.
- The **causes** of the problem are located on the "bones" of the fishbone diagram. Each bone is labeled with a **cause category**, and related **sub-causes** are located underneath.

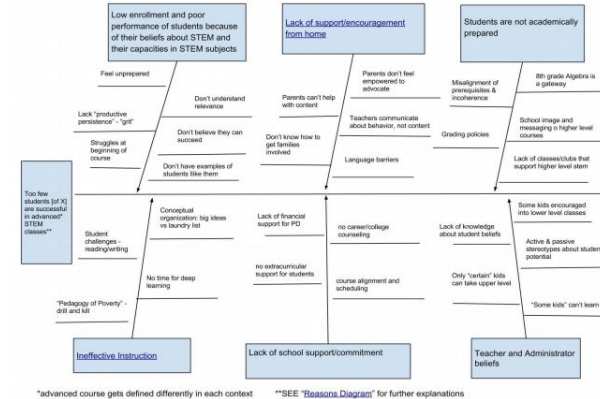


How to Create a Fishbone Diagram

- Choose and clearly define the problem to be investigated. The problem should be quantified using existing data.
- Assemble a diverse team responsible for investigating the problem
- Gather information about the problem by leveraging data, interviewing users, conducting observations and talking to diverse stakeholders.
- When it is time to summarize, individually record sub-causes on sticky notes
- Cluster the sub-causes together and label
- Record the analysis in the fishbone diagram
- Test your fishbone against data to validate/check proposed causes



Fishbone Example



*advanced course gets defined differently in each context **SEE "Reasons Diagram" for further explanations

Root Causes and the 5-whys

The **5-whys** is a simple improvement process to get down to the **root causes** of a problem. It is useful when the originally-stated causes seem to represent a surface level understanding and there is a need to dig deeper. It is not always necessary to ask why five times in order to get to the root cause. Stop asking when you get to what feels like a root cause.

- Example:
 - Problem: We don't eat dinner together as a family
 - Why? We often get home later than expected
 - Why? I find it impossible to walk away from my desk at 5 because miscellaneous tasks have been ignored
 - Why? I arrive at work just as the first meetings start
 - Why? I leave later in the morning than intended
 - Why? It takes a long time to get the kids dressed
- Use with the fishbone
 - Use the five whys in pairs when generating potential causes. Record the root causes and then cluster those.
 - Use the five whys after summarizing the analysis in a fishbone for causes that need to be investigated further.



Evidence Based Interventions

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

[CDE Page on ESSA Evidence Based Interventions](#)



2019 SPSA Template

School Year: [Enter SPSA Implementation School Year]

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	School Site Council (SSC) Approval Date	Local Board Approval Date
[Add School Name here]	[Add CDS Code here]	[Add SSC Approval Date here]	[Add Local Board Approval date here]

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)

[Describe the purpose of the plan here]

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.

[Describe the school's plan here]

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

[Add text here]

Resource Inequities

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

[Add text here]

School Plan for Student Achievement| Page 1 of 4

- ❑ Grounded in a model of Continuous Improvement and reflection
- ❑ Aligned to the LCAP in content and format
- ❑ Is to be used with Stakeholders through the School Site Council Process.
- ❑ Captures all funding Federal, State, and Local funds to improve student outcomes.



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	<u>Schoolsite</u> Council (SSC) Approval Date	Local Board Approval Date
[Add School Name here]	[Add CDS Code here]	[Add SSC Approval Date here]	[Add Local Board Approval date here]

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[Describe the school's plan here]



Stakeholder Involvement

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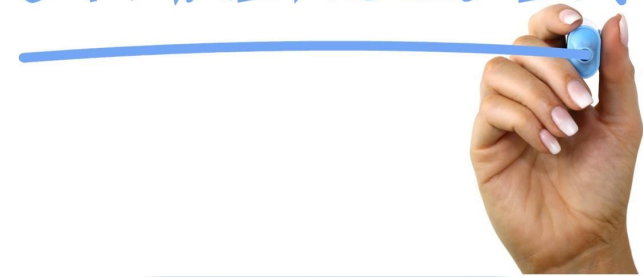
[Add text here]



Stakeholder Involvement

- ❑ School Site Council
- ❑ English Learner Advisory Council
- ❑ Staff (Certificated and Classified)
- ❑ Student Councils
- ❑ Surveys

STAKEHOLDER



What are the responsibilities of a SSC?



The SSC shall develop the contents of the SPSA and shall review and update SPSAs annually



SSC Membership Requirements

Elementary Schools

School member group

- Principal or designee;
- Classroom teachers employed at the school, selected by classroom teachers employed at the school;
 - Classroom teachers shall constitute a majority of the persons selected.
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers.

Parent member group

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school.

Secondary Schools

School member group

- Principal or designee;
- Classroom teachers employed at the school, selected by classroom teachers employed at the school;
 - Classroom teachers shall constitute a majority of the persons selected.
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers.

Parent member group

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; **and** pupils attending the school, selected by pupils who are attending the school.



What are the SSC requirements?

- Any SSC meeting shall be open to public
- Any member of the public shall be able to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC
- Notice of the SSC meeting shall be posted at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting
- The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon



Resource Inequities

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

[Add text here]

Seek to answer.....

Is there something more that this school needs in order to improve student outcomes beyond what is provided to all schools?



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

[Describe the goal here]

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Goal 1

[Describe the goal here]

A broad statement that describes the desired result.
Seeks to answer...

What is the school seeking to achieve?

Ex) *Provide quality differentiated instruction to high needs students that results in improved ELA achievement.*



Identified Need

[Add text here]

Describes the basis for establishing the goal. The need is derived by analysis of verifiable state data from the California School Dashboard (Dashboard) and other sources. Seeks to answer....

What does the data demonstrate as areas needing improvement?

Ex) *CA School Dashboard Data demonstrates that all students, students with disabilities, English Learners, and Economically Disadvantaged have all declined and are in the orange or red on the CA School Dashboard in English Language Arts. (Expand on this)*



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard ELA Indicator Distance from Level 3	All- -12 Points DF3 SWD- -90 points DF3 SED- - 72 points DF3 EL- -75 points DF3	All- -7 points DF3 or better SWD- -80 points DF3 or better SED- -62 points DF3 or better EL- -65 points DF3 or better
ELA Benchmark: Spring % Proficient and Above	Spring 2019 All- 55% SWD-25% SED- 30% EL- 32%	Spring 2020 All-60% SWD-35% SED-35% EL-37%
Writing Benchmark % scoring at a 3 or higher	Spring 2019 All- 55% SWD-25% SED- 30% EL- 32%	Spring 2020 All-60% SWD-35% SED-35% EL-37%



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)

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

Strategy/Activity

[Describe the Strategy/Activity here]

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)

[Add Amount(s) here]

[Add source(s) here]



Strategy/Activity 1

EXAMPLE

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Hire an EL focused Response to Instruction Aid to push in during flexible grouping time to support academic vocabulary using Words their Way curriculum

Proposed Expenditures for this Strategy/Activity

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



Amount(s)

Source(s)

\$58,000

Title 3- \$38,000
LCFF S/C- \$15,000
Section 1003- \$5,000



Annual Review

SPSA Year Reviewed: XXXX–XX

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

ANALYSIS

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

[Add text here]

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

[Add text here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]



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 (\$)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 (\$)
[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 state or local funds included for this school: \$ [Enter state or local funds subtotal here]

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

Other Funds



Single School Districts/Charters

- Single school districts (SSDs) and charter schools may utilize the LCAP to meet federal school planning requirements consistent with *Education Code* Section 64001; specifically, planning requirements for a school operating a Title I, Part A schoolwide program (SWP), as well as schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).



Single School Districts/Charters

- The following sections within the LCAP meet the planning requirements for SWP, CSI, TSI, and ATSI:
 - Plan Summary;
 - Annual Update;
 - Stakeholder Engagement
 - Goals, Actions, and Services
 - Demonstration of Increased or Improved Services for Unduplicated Students



Single School Districts/Charters

For schools eligible for CSI and ATSI:

- Must address identified resource inequities, which may include a review of LEA/school-level budgets.
- Within the LCAP Plan Summary in the “The Story” prompt or the “Greatest Needs” prompt, briefly identify any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed within the LCAP.



Single School Districts/Charters

Goals, Actions and Services:

- The Goal section meets the federal planning requirements for TSI.
- For a school identified for **CSI or ATSI**, the Planned Actions/Services must include evidence-based interventions and must also include actions/services to address the identified resource inequities



Single School Districts/Charters

Actions/Services

2017-18
Actions/Services

[Describe the 2017-18
action/service here]

2018-19
Actions/Services

[Describe the 2018-19
action/service here]

2019-20 Actions/Services

[Describe the 2019-20
action/service here]

[Title I SWP Requirement]

[CSI, TSI, or ATSI Requirement]

The LEA should identify the specific actions/services and corresponding budgeted expenditures that meet federal planning requirements for each applicable action/service.



Single School Districts/Charters

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	[Add source here]	[Add source here]	[CSI Funding] [Title I Funding]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Single school districts and charter schools shall identify CSI funding as the funding source for each proposed expenditure, as applicable.

Please note: Funds for CSI may not be used to hire additional permanent staff



Single School Districts/Charters

Goals, Actions and Services: ***Students to be Served***

- When completing the Planned Actions/Services section for **TSI** and **ATSI** the student groups to be served must, at a minimum, include the student groups that are consistently underperforming, for which the school received the TSI and ATSI



Single School Districts/Charters

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

[ATSI or TSI Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]



Single School Districts/Charters

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

[ATSI or TSI Student Group(s)]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]



CSI Plan Approval Process

The School Site Council (SSC) develops the School Plan, which includes CSI planning requirements

The LEA governing board approves the School Plan

The LEA summarizes its support of identified schools through the CSI Planning prompts in the LCAP Plan Summary

The COE approves the LCAP (including CSI Plan Summary)

The CDE recommends list of approved LCAPs with CSI plans to the SBE for approval



CSI Charter LCAP Plan Approval Process

The Charter develops the LCAP, which includes CSI planning requirements

The Charter authorizer approves the LCAP which includes the CSI Prompts in the LCAP Plan Summary

The Charter submits its approved LCAP to the COE

The COE approves only the CSI Prompts in the LCAP Plan Summary and submits an approved list to the CDE.

The CDE recommends list of approved LCAPs with CSI plans to the SBE for approval



ATSI/TSI Plan Approval Process

The School Site Council (SSC) develops the School Plan, which includes ATSI/TSI planning requirements



The LEA governing board approves the School Plan



Where Can I Find Information?

Comprehensive Support and Improvement (CSI):

<https://www.cde.ca.gov/sp/sw/t1/csi.asp>

- School Eligibility
- Program Requirements
- Funding
- Technical Assistance

Additional Targeted Support and Improvement (ATSI):

<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>

- School Eligibility
- Program Requirements
- Technical Assistance



Support from SCCOE

Contact us if you have questions or need further technical assistance

LCAP Advisory Services: <https://www.sccoe.org/district-lcap/Pages/default.aspx>

Chris Izor - chris_izor@sccoe.org

Dawn River, Ed.D. - dawn_river@sccoe.org

[New Info for State & Federal/Title III folder](#)

