

School Plan for Student Achievement

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
Camino Nuevo Charter Academy 2	19-64733-0122861	May 3, 2021	May 11, 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)

As a charter school, CNCA 2 has historically used our Local Control and Accountability Plan (LCAP) and LCAP federal addendum in lieu of a School Plan for Student Achievement (SPSA). In response to the Governor of California's Executive Order N-56-20 regarding the COVID-19 emergency, CNCA 2 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNCA 2 uses Title I funding. Since we did not complete an LCAP, we must complete a SPSA in order to account for our use of Title I funds during the 2020-2021 school year.

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.

At CNCA 2 during the 2020-2021 school year the student demographics consist of 97.96% Hispanic, 0.29% African American, 0.58% White, 0.44% Filipino and 0.29% Asian, 0.29% Indian/Alaskan Native, 0.15% Native Hawaiian or other Pacific Islander and 80% of the student population receive free or reduced lunch. Approximately 17% of our students qualify for special education services and are thriving in our Dynamic Blended Inclusion model. For many students, English is their second language, with 30.81% of current students still designated as an English Language Learner (ELL). Eighteen total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 49.85% female and 50.15% male.

CNCA 2 received \$277,131 in Title I funds for the 2020-2021 school year. CNCA 2 has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNCA 2 completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNCA 2 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

In 2018-19, Camino Nuevo Academy #2's LCAP budgeted \$2,208,148.00 for planned actions to increase or improve services for high needs students. Camino Nuevo Academy #2 estimates that it will actually spend \$2,318,421.00 for actions to increase or improve services for high needs students in 2018-19.

Specifically, Title 1 funds are used to contribute 11% of our teachers' salaries. That 11% contribution covers teacher planning time and English Learner supplemental support.

CNCA reviewed these expenditures with school-based stakeholders on: May 3, 2021

Resource Inequities

Briefly identify and describe any resource inequities identified as a result

The greatest areas of need at our school focus on continuing to better serve our sub group populations of students with disabilities and English Learners. There is a need to ensure ELL students and Students with IEPs are accessing grade-level standards and making progress year to year on the SBAC.

To address this, additional training, support, and focus on subgroups and data analysis will be necessary next year.

Performance Gaps

The LCFF Evaluation Rubrics identify English Learners as a subgroup needing additional support. CNCA #2 is taking steps to address this by:

1. Increased professional development for all staff and in particular teachers on strategies for supporting English Learners in all content areas.
2. Continued partnership with Director of Language at Home Support Office to improve program
3. Reading intervention teacher to support sub group in reading on grade level.

In addition, at CNCA 2 we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program that began Fall of 2020 offered families continued flexibility and more synchronous, real-time instruction and support. All CNCA students have access to a school-issued device and internet access for distance learning and these tools are also used for student communication. When allowed to do so by the county and state, we will begin opening our campus for in-person instruction.

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

Effectively Support English Learners to make language and achievement progress.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Reclassification Rate 2018-19 18%	Reclassification Rate 2019-2020 4.9% (this is without updated ELPAC scores. this number will increase once we get test results back)
ELL Achievement on SBAC 2018-19 25% in ELA and 25% in Math	SBAC was waived this year so we do not have SBAC data.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

**Planned
Actions/services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated
Actual
Expenditures**

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide daily Systematic English Language</p> <p>Development classes for all ELL students and students who require ongoing language support.</p> <p>ELD teachers</p> <p>Systematic ELD curricular materials (kits)</p> <p>Release time for ELD assessment, analysis and response. Release time occurs weekly through the purchase of specialist teachers and through the purchase of substitutes for release days.</p> <p>Professional development for new teachers (new teacher induction) to support development of ELD teaching skills.</p> <p>Development of middle school curriculum and material resources (such as Ethnic Studies resources and other culturally relevant materials) to support middle school ELD teachers.</p> <p>Support students in demonstrating proficiency on the ELPAC to facilitate reclassification.</p> <p>ELPAC preparation materials</p> <p>Professional Development</p> <p>Trackers for assessment data and monitoring unit scores</p> <p>Provide targeted intervention for stagnant English Learners and recent newcomers.</p> <p>Instructional aids</p> <p>Intervention Teachers</p>	<ul style="list-style-type: none"> • Provide daily Systematic English Language <p>Development classes for all ELL students and students who require ongoing language support.</p> <ul style="list-style-type: none"> • reading intervention teacher to support with EL support for students who struggle with reading. • math intervention support for ELLs who struggle with math proficiency for grades 5th-8th. • purchased new middle school Systematic ELD curricular materials • provided Release time for training teachers (new teacher induction) to support development of ELD teaching skills. • provided targeted PD and release time in supporting students with ELPAC preparation. • provided PD for analyzing ELD unit assessment data and scoring • provided PD for analyzing data of ELL from grade level assessments for math • Director of Language position at HSO to support language development compactly for school leadership team and compliance 	<p>\$277,131</p>	<p>\$277,131</p>
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Planned Actions/services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Online program to support instruc on</p> <p>Add Director of Language position at HSO to support language development.</p> <p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Science Instruction</p> <p>Long Term Substitute Teacher</p> <p>\$</p>			

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We utilize both integrated and designated approaches for supporting ELLs. We provided training for all staff on strategies to use to support EL learners. WE focused specifically on anchor charts and increasing classroom discussion opportunities. In addition, we trained specific staff in designated ELD and ensures all of our new staff were trained in our curriculum. In middle school, we introduced new units of study specific for this age group. This was all accomplished in partnership with our Director of Language.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We were able to success RFEP about 5% of students by better supporting students with reading on grade level. Once ELPAC scores are released we predict more students will RFEP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We used funds as expected.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

While our RFEP rate continues to be strong, the amount of students who are ELL still struggle to increase proficiency on the SBAC. this will continued to be a focus as we move into next year.

Goal 2

CNCA #2 will effectively prepare students in meeting the rigor of grade level expectations to increase college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>ELA SBAC meet/exceed 2018-19 50% Math SBAC meet/exceed 2018-19 45% SBAC NGSS meet/exceed 2018-19 Baseline +5% Increase K-8 Reading on grade level 2018-19 65% Increase K-8 Students who make adequate growth reading on grade level 2018-19 60%</div>	<div>Current Reading Level Data as of Feb. 1st, 2020 showed 51% of students reaching on grade level.</div>

Expected

Actual

SBC was waived this year so we do not have SBAC data.

We administered internal state aligned assessments called IAB (Interim assessment blocks). Here is a snapshot of some data results from a December administration: Results for 3rd grade showed that 38% of 3rd graders were performing above standards with editing skills and 45% were performing near standard. Another snap shot in 4th grade showed that 14% of 4th graders were performing above standards with informational reading skills and 53% were performing near standard. A final snap shot in 8th grade showed that 10% of 8th graders were performing above standards with an ELA performance task and 57% were performing near standard.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated
Actual
Expenditures**

<p>Maximize special education instruction to support students with IEPs.</p> <p>Students with IEPs will be strategically clustered to maximize special education supports</p> <p>Provide necessary CCSS aligned curriculum</p> <p>Purchase CCSS aligned instructional materials</p> <p>Smarter Balanced aligned preparation materials</p> <p>Release time to analyze CCSS-benchmark assessments</p> <p>One full-time STEM teacher</p> <p>Purchase of science materials and curriculum for Next Gen Science Standards</p> <p>Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards</p> <p>Intervention teachers</p> <p>Intervention Specialist</p> <p>Online intervention programs aligned to core grade level standards</p> <p>Ensure student access to technology necessary to access online assessments</p> <p>Student laptops, desktops, and/or tablets</p> <p>Technology coordinator</p> <p>Technology teacher</p> <p>Programs to facilitate</p>	<ul style="list-style-type: none"> • Release time was provided to teachers as needed to analyze instructional resources to become experts with grade level standards. • science curriculum was purchased after 3 grade levels piloted different curriculum • An additional part time intervention teachers solely for middle school was hired. • Phonics curriculum in K-2 was purchased to support student's foundational reading needs. • 5th-8th grade math intervention was provided at least 3 days a week to students who were far below grade level. • Offered after school tutoring for reading for 1st grade and 7th and 8th grade. • Increase access to technology by purchasing 150 additional chromebooks. • Trained staff in using Illuminate data system to access data faster and in comparison with other data points. • provided stipend for 5 teacher leaders to support whole school professional development. • provided stipend for 1 teacher to support new staff working with special education • staffed 5 teacher assistants to support 	<p>\$277,131</p>	<p>\$277,131</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ongoing, online assessment (Illuminate, etc.)</p> <p>Provide early literacy supports for students who are new to the country and students who struggle to acquire English over time.</p> <p>Phonics curriculum</p> <p>Word study curriculum</p> <p>Professional Development for teachers</p> <p>After-school intervention</p> <p>Summer School</p> <p>Revised early childhood instructional philosophy to provide increased opportunity for developmentally appropriate language use.</p> <p>Provide professional development to support teachers execute on rigorous, standards-based instruction within our instructional frameworks.</p> <p>Instructional leader position for teachers to support high quality standards instruction</p> <p>Assistant Principal of Instruction position</p> <p>Professional development in College Preparatory Math</p> <p>Professional development in Cognitively Guided Instruction of Mathematics</p> <p>Professional development in Reading and</p>	<p>with small group and targeted instruction.</p> <ul style="list-style-type: none"> trained teachers in teachers college units of study phonics workshop and dyslexia to better support students with special needs trained teachers in CPM math curriculum. 		

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school year started with teachers analyzing school wide data to create specific goals for their grade. Professional development was provided every Thursday to support teachers in reaching the rigor of the common core. Teachers meet 2 times per week in grade level meetings to plan ELA and math instruction in collaboration. Alignment in standards based instruction using aligned curriculum was effectively utilized.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[In the middle of the school year we noticed only about 51% of students were reading on grade level. We made a shift to hire a part time reading intervention teacher and aligned on small group instruction to meet the needs of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[no differences.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This goal is noted on the new LCAP as it continues to be an area of focus for our school.

Goal 3

CNCA #2 will provide students with a comprehensive program that includes opportunities both in and out of the classroom to help students feel part of a caring and supportive community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Attendance Rate 2018-19

95%

Decrease chronic absenteeism rate 2018-19

6%

Student Suspension Rate 2018-19

2.5%

Percent of teachers who believe

PD supports their growth as a

teacher

2018-19

85%

Percent of teachers who believe

they have some or more input

into school decisions

2018-19

75%

Percent of parents who self

report they participate in a

college readiness event or

workshop

2018-19

85%

Percent of parents who self

report that the school ensures a

safe climate

2018-19

85%

Percent of parents who

self-report they feel welcome in

the school.

2018-19

85%

Percent of students who feel like

they have a positive relationship

with their teacher.

2018-19

Baseline +10%

Attendance Rate 2019-2020:

95.6%

Decrease chronic absenteeism rate: 19-20

12.6%

Student Suspension Rate 2019-20

1.2%

Percent of teachers who believe

PD supports their growth as a

Teacher 19-20

41%

Percent of teachers who believe

they have some or more input

into school decisions

19-20

30%

Percent of parents who self

report they participate in a

college readiness event or

workshop

2019-2020

70%

Percent of parents who self

report that the school ensures a

safe climate

2019-20

75%

Percent of parents who

self-report they feel welcome in

the school.

19-20 80%

Percent of students who feel like

they have a positive relationship

with their teacher. 80% 19-20

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each.
Duplicate the table as needed.

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated
Actual
Expenditures**

Professional Development Develop support structures for struggling and/or disengaged students Advisory curriculum Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.) Counselors PD for teachers and staff on Positive Behavior Supports and Restorative Practices School-wide community building activities Elementary and Middle School Deans of Culture Teaching assistant dedicated to support the work of the Dean of Culture Technology to track and monitor data related to student engagement (e.g., Schoolzilla) Mental health counselors Contracted services for mental health providers. Professional development for leaders in partnering with families, attendance improvement, and other areas to strengthen culture Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination. Attendance incentives Class trips Merit Day/Funtastic Friday activities and awards	<ul style="list-style-type: none"> • hired an assistant principal of student services to lead school culture • parented with LAFC, Eye to Eye, 9 Dots Coding program • Expanded our YOLA music program and partnership • partnered with Think Together after school program • Partnered with SRLA and Breezy foundation • Hired a culture coordinator to support with school wide culture initiatives. • Continued to staff a mental health therapist and student family service coordinator • provided school wide professional development in creating trauma sensitive classrooms • Brought history mobile museum on campus for middle school • Partnered with Growth Mindest yo yo program to provide 3-5th grade with assemblies. • provided bi-weekly parent workshops • provided behavior analysis and intervention PD to staff • led grade level assemblies every quarter and hosted end of quarter celebrations for students who met culture goals • provided 9 students with individual behavioral interventionists • created lions PAW culture initiative for K-5 and 6-8 Deans list system for middle school. • provided stipend for 5 teachers to lead monthly PD focus on trauma sensitive classrooms, inclusion practices, strategies to support diverse learned, embedding tech in the classroom and arts integration 	0	0
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School dances Facility rentals (school dances, field days, culmination, etc.) Partner with outside agencies to provide extracurricular opportunities. Sports programs Arts & Music programs After School Program Ensure students safety and appropriate supervision. Campus aides Security costs SPED Teacher Assistants for students with moderate to severe disabilities Provide services to support students social and emotional development. Counseling and mental health resources School-wide assemblies Professional development for Advisory teachers in advisory framework Counseling and mental health resources School-wide assemblies Professional development			

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Majority of actions and services were met. Beginning of year parent and staff meetings were held to identify needs at a school. New initiatives were completed to increase student culture initiatives and YOLA program continued to expand to more students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance rates and chronic absenteeism rates maintained high levels of consistency as well as low suspension rate. Deans list and lions paw initiatives need more time to measure effectiveness as they were started late in the school year. Parent involvement and parent satisfaction were the strongest area to celebrate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[no major differences.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

[This is an area that will continue to be a focus with new goals. Supporting the whole child and providing opportunities beyond academics is a must for our community. Mental health supports and parent services will continue to be areas of focus.

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	\$ 277,131

DESCRIPTION**AMOUNT**

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

\$ 277,131

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 II	\$33,762
Title III	\$25,854
Title IV	\$20,868

Subtotal of additional federal funds included for this school: \$ 80, 484

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]

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's 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 Improvement, or Additional Targeted Support and Improvement)~~

Description

~~Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.~~

Stakeholder Involvement

Meaningful involvement of parents, 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 School Plan for Student Achievement Instructions| Page 2 of 6

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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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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