

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	19-64733-6117667	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 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 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNCA 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 Camino Nuevo Charter Academy during the 2020-2021 school year the school's demographics consist of 98.44% Hispanic, 0% African American, 0% White, 0% Filipino and 0% Asian, and 100% of the student population receive free or reduced lunch. Approximately 14.56% 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 52% of current students still designated as an English Language Learner (ELL). 15 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 50.09% female and 49.91% male.

CNCA received \$310,690 in Title I funds for the 2020-2021 school year. CNCA 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 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 4 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

Part of the presented information was the budget overview for parents. The budget overview included an overview of the usage of Title I funds. These are the \$1,438,671.12 in federal funding referenced below. Of that amount, \$310,690 are Title I funds.

The total revenue projected for Camino Nuevo Charter Academy is \$8,056,210.63, of which \$5,864,320.59 is Local Control Funding Formula (LCFF), \$761,482.90 is other state funds, \$527,205.49 is local funds, and \$903,201.64 is federal funds. Of the \$5,864,320.59 in LCFF Funds, \$1,495,948.89 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 of the required needs assessment, as applicable.

Over the past two years, the performance levels for all students on three of the state indicators are currently in the orange or red performance

categories: English Learner Progress, English Language Arts, and Mathematics. To support our work in increasing our English Learner Progress, we have made a stronger investment in the implementation of our Systematic ELD program this year, a program we use for our designated ELD instructional time. We believe that a stronger focus on our designated ELD instructional time will help students have greater access to the core curriculum. Our focus in the next three years will be to build greater support for integrated ELD instruction within the core subjects, building language objectives for every lesson and supporting more students in accessing the core content. Our reclassification rate in 2015-16 was 6.4%, and in 2016-2017, it was 5.2%. In the last school year, 2017-2018, we worked very hard to increase the reclassification rate and saw a rate of 19.7%. We believe we are on the right path to continue with this success.

To support our work in both English Language Arts and Math, we have developed a multi-year strategic plan that will create a greater emphasis on developing core instructional practices in all classrooms. In ELA, the focus will start with creating an environment in every classroom that supports reading and writing growth. This will include leveled libraries that promote reading choice and growth, as well as anchor charts that support readers and writers with specific strategies to improve their skills. We then move our focus to developing instructional strategies that support all learners, from our most struggling readers and writers, to our strongest readers and writers. Our hope through the 5 years is to develop greater coherence in implementing our instructional model across all classrooms, K-8.

In mathematics, we have already made great strides and have developed a multi-year strategy to accelerate student learning in mathematics, and ultimately, student achievement. The year of 2018-2019 was the first year of having standards-aligned and vetted curriculum across all of our grades. We are in our second year of implementation of our 6-8 mathematics curriculum, College Preparatory Mathematics (CPM), and in grades K-5 we are in our first year of implementation of the Bridges mathematics curriculum. This is our first step in ensuring students are experiencing rigorous, grade-level aligned and relevant math instruction.

The following shows our multi-year foci to ensure accelerated growth in Mathematics and ELA instruction and learning:

Adopt standards-aligned Mathematics and ELA curriculum

We adopted two separate standards-aligned mathematics curriculum for grades K-5 and 6-8

100% of K-5 Mathematics teachers received training on implementation of new curriculum during the 18-19 school-year

School leadership and teachers collaboratively developed intellectual preparation process to adapt and supplement balance literacy curriculum to ensure alignment to standard and weaving in text complexity

Plan to adopt standards-aligned curriculum for grades 6-8 ELA in year 19-20

Deepen teacher content knowledge by engaging in regular intellectual preparation cycles 100% of K-8

Mathematics teachers engaged in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

100% of 4-8 ELA teachers engaged in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, analyzing complexity of texts being used, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

School leadership facilitated 8 professional development sessions aimed around building teachers standards knowledge and alignment to the aspects of rigor of the standards in Math and ELA 14 teachers attended external professional development aimed to strengthen instruction and standards-aligned planning during the 18-19 school year

Plan for deepen teacher's standard knowledge around coherence in ELA and Math for future years

Plan to focus on deepening teacher's knowledge of grade-level text complexity in ELA for future years

Progress Monitor Student Learning and Instruction by Creating Clear Systems Around Data-Driven Instruction Cycles

Systems were created for teachers to collect and analyze student data and work from weekly formative assessments during the 18-19

school year

Schedule, designed, and facilitated three separate data-days without students to allow teachers to dive deep in to benchmark and

interim assessments and plan corrective instruction for next quarter

Plan to strengthen teacher's ability to create effective formative assessments and provide targeted student feedback on student work

in future years

Plan to create systems and visions for student work expectations and analysis

Strengthen Teacher Questioning and Student Discourse

Plan to deepen teacher knowledge about best practices with questioning and question-types

Plan to strengthen teacher skill in developing student-driven lessons and conversations

Adapt and Supplement Mathematics and ELA Curriculum to Ensure Math Learning is Culturally and Developmentally Relevant

7 teachers participated in Ethnic Studies Initiative in 18-19 school year

Plan to incorporate a social justice, anti-racist, and culturally relevant lens into the intellectual preparation cycles

Overall, we have a laser-focus on the need to strengthen instruction in all areas by all teachers deeply internalize the demands of standards and complexities of grade-level content. By strengthening the expertise of the adults on our team, we believe this will be the foundation that will allow us to focus fully on instructional decisions, data-driven instruction, and student discourse in all classrooms. We are confident that student achievement and evidence of student learning will continue to accelerate and improve.

Performance Gaps

State Indicator for Which Performance for Student Group Was Two or More Performance Levels Below "All Student Performance"

ELA

Current we have no student groups who are two or more performance levels below the "all student" performance of Orange. Regardless, we continue to take strides to deepen content knowledge through systematic and school-wide intellectual preparation, improve instructional decisions, and effectively progress monitor through effective data collective and analysis systems and expectations

MATH

Current we have no student groups who are two or more performance levels below the "all student" performance of Orange. Regardless, we continue to take strides to deepen content knowledge through systematic and school-wide intellectual preparation, improve instructional decisions, and effectively progress monitor through effective data collective and analysis systems and expectations

In addition, at CNCA 4 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

All students will learn from trained educators using standards-aligned instructional materials in both math and language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic, 2. Implementation of State Standards, 4. Pupil achievement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Increase the SBAC ELA proficiency rate (Students scoring in Levels 3 and 4) to 40%</p> <p>2018-2019</p> <p>The SBAC ELA proficiency rate in June 2018 will be 40%</p>	<p>Overall SBAC Proficiency in SBAC ELA in June 2018 was 44%</p> <p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase the SBAC Math proficiency rate (Students scoring in Levels 3 and 4) to 35%</p>	<p>The SBAC Math proficiency rate in June 2018 was 49%</p> <p>Due to COVID-19, we will not be able to collect final 19-20 data for this metric.</p>
<p>Increase the number of Highly Qualified Teachers on staff 2018-19</p> <p>The number of highly qualified teachers on staff will be 25 out of 29.</p>	<p>The number of highly qualified teachers on staff is currently 26 out of 29.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	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> <ul style="list-style-type: none"> Kinder - 5th grade teachers will be trained in Balanced Literacy components by the Assistant Principal of Literacy and Language and through outside professional developments. 6th - 8th grade teachers will continue to implement a new Humanities curriculum Kinder - 5th grade teachers will implement a new mathematics curriculum (Bridges) The school will continue to develop a school-wide focus on biliteracy through contests and initiatives 	\$310,690	\$310,690

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We were able to implement all planned actions/services.

In terms of ELA, we ensured all K-5 teachers were fully trained in balanced literacy and 6-8 teachers have fully implemented a new humanities curriculum. We have seen increased alignment in instructional practices and an understanding of best practices and we will continue to focus and develop in this area.

In the area of mathematics, we are in the preliminary stage of implementing the new mathematics curriculum, Bridges. In order to ensure teachers have the sufficient resources and understanding to implement effectively, we implemented the following actions:

1. 100% of K-5 Mathematics teachers received training on implementation 1. of new curriculum
2. 100% of K-8 Mathematics teachers engaged in regular intellectual preparation cycles of analyzing the standards, adjusting/supplementing curriculum, reflecting on instructional decisions and student results, and making corrective adjustments as necessary

We continue to develop in our understanding of standards-aligned instruction and data-driven instruction through our various development opportunities - professional development, coaching, and professional learning communities.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As a result of all K-5 teachers being trained in balanced literacy and a focus on literacy differentiation and intervention in grades 6-8, 62% of students in grades K-5 and 65% of students in grades 6-8 were at or above grade level in English reading as of January 2019.

In terms of implementation of the new curriculum for humanities in grades 6-8, implementation was at its second year and thus is still improving and developing. Our team continues to work with teachers through professional development, coaching, and professional learning communities, to more effectively monitor student progress and align the curriculum to the demands of the state standards.

In terms of our work with standards-aligned planning and instruction in mathematics, there has been a steady increase in student achievement in weekly formative assessment results and quarterly interim assessments. Moreover, we have seen a deepening of teacher content and standards knowledge as there has been increased evidence of alignment between the aspects of rigor of the standard and teachers' instructional decisions.

Goal 2

All students will become biliterate by the end of 5th grade, meeting grade level reading goals in both English and Spanish, and redesignating as English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil Achievement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase in the percentage of students meeting reading grade level goals in both English and Spanish. 2018-19 English: 64% in June 2018 Spanish: 72% in June 2018	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Increase in the percentage of students meeting reading growth goals in both English and Spanish. 2018-19 English: 62% in June 2018 Spanish: 45% in June 2018	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Increase in the percentage of students redesignating as English proficient. 2018-19 RFEP rate will be 20%.	There was a 28.94% increase in the percentage of students re-designating as English proficient.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to complete our Systematic ELD kit library through the purchase of new Systematic ELD unit kits. <ul style="list-style-type: none">Continue to purchase new leveled books for classrooms libraries that push a focus on greater text complexity in both languages.Continue to purchase test preparation materials to help students prepare to take the new ELPAC assessment.Send teachers to professional developments that further their understanding of creating transference lessons.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Although we saw a lower reclassification rate in 18-19 compared the previous year, we are confident about the implementation of our actions in this goal area. There has been noted increases of students within ELD levels through our internal data collection and observations of classrooms show improved

implementation (pacing and execution of lessons) of our Systematic ELD Curriculum. There has also been consistent growth in the percentage of students meeting and/or exceeded grade level for reading in Spanish and English.

This year we saw increased student performance in Spanish and English reading that exceeded performance in these areas in previous years. We do see a need for improvement in terms of ensuring we improve instructional and planning strategies to ensure a higher percentage of language learners have access to content of lessons.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

- We were able to provide increased professional development to all teachers to support them in their implementation of the Systematic ELD curriculum
- We were able to complete purchasing for all necessary Systematic ELD Curriculum materials
- We saw an increase in students who met and/or exceeded grade level expectations in English and Spanish reading levels.

Goal 3

Our school will provide a space where all students feel a sense of physical and emotional safety, and all families feel their input and contributions are valued.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>An increase in the number of students accessing physical supports (dental, vision, mental, health supports)</p> <p>2018-19</p> <p>34%</p>	<p>29%</p>
<p>An increase in the number of families attending parent workshops</p> <p>2018-19</p> <p>24%</p>	<p>39%</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	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>Same actions/services from the previous year, plus:</p> <ul style="list-style-type: none"> • Create greater opportunities for teacher and parent partnership (teachers facilitate parent workshops; parents observe classrooms through classroom walks) • Create greater parent leadership opportunities through a greater focus on strengthening our SBC and ELAC committees. • Support parents and staff with this through outside trainings. 		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We have continued our work in this area by increasing the number of students receiving our mental health supports, continuing regular professional development on restorative practices and trauma-informed practices, strengthening the consistency and execution of daily school-wide routines and procedures, and increasing the opportunities to build relationships with families.

We have spent significant effort and focus on strengthening and aligning with systems, procedures, and expectations for student culture. This year we have initiated our 6 Week Vision, that has set out clear expectations and goals for school-wide systems, procedures, and engagement. Coaches provided direct support to classrooms and teachers, providing daily feedback and progress monitoring checks towards these goals. In addition to this laser-focus on the 6-week vision, the CNCA-Burlington leadership team set up structures to analyze weekly student culture data that provided insight into successes and struggles with student behavior. The leadership team would use this data to proactively identify student behavior struggles in order to set up appropriate responses such as behavior trackers, plans, or home visits. While these efforts were extremely targeted at the beginning of the year, attention and support for student culture continued throughout the year.

We also implemented professional development on restorative practices and trauma-informed practices with all teachers, staff, students, and families. This year we have been able to ensure that 97% of our teaching staff were fully trained on restorative practices and 100% of staff received feedback of their implementation of restorative circles.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our work has continued to lead to mindset shifts and more coherent instructional practices in classrooms that are trauma-sensitive. In addition, our increased focus on school-wide expectations for routines, procedures, engagement and other Tier 1 practices had led to increases in student perception of their own engagement (shown through specific questions in the student surveys), student engagement in class based on observations, and a decrease in behavior referrals, crisis situations, and suspension rates. This has also led to increases in 100% of areas of the staff and teacher survey and significant increases in parent satisfaction and parent participation according to parent surveys and parent attendance lists.

We will continue to further this work in the next year with more clear expectations using the learning from this year.

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	\$310,690
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	\$310,690

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	\$29,060
Title III	\$35,578
Title IV	\$23,814

Subtotal of additional federal funds included for this school: \$88,452

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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