School Year: 2020-2021

# 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 High School 2 | 19 64733 0127910 | April 29, 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, CNHS 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, CNHS 2 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNHS 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 Camino Nuevo High School 2 during the 2020-2021 school year the school's demographics consist of 94.90% Hispanic, 0.21% African American, 0.85% White, 1.49% Filipino and 0.64% Asian, 0.64 American Indian/Alaskan Native, 0.21% Native Hawiian/Other Pacific Islander, 0% Multiple, 1.06% Missing, and 85.99% of the student population receive free or reduced lunch. Approximately 16.56% 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 19.75% of current students still designated as an English Language Learner (ELL). 2 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 43.31% female and 56.69% male.

CNHS 2 received $200,685 in Title I funds for the 2020-2021 school year. CNHS 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. CNHS 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, CNHS 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 High #2's LCAP budgeted $1,525,610.00 for planned actions to increase or improve services for high needs students. Camino Nuevo High #2 estimates that it will actually spend $1,626,395.00 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.

CNHS reviewed these expenditures with school-based stakeholders on: April 29, 2021

# Resource Inequities

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

Greatest Needs

According to the California Performance Dashboard, two student groups scored in the"Red" category in Mathematics - Hispanic and Socio- Economically Disadvantaged. Our performance on the 2016-2017 indicated that 63% of our students scored "standard met" or "standard exceeded".

In the 2018-2019 school year, that score dropped to 43%. In response to this data, the school began additional math instructional foci. This past year, math teachers focused on math discourse, anchor charts and creating standards based knowledge packets. In addition, we also increased teachers use of data to help guide instruction. All meth teachers gave the Interim Assessment Blocks three times while the 11th grade students took the Interim Comprehensive Assessment. After each test, teachers reviewed data and made curricular and instructional changes for the next quarter.

Based on this data, teachers planned test prep items and students were enrolled in a SBAC Bootcamp course. Furthermore, we added additional math intervention courses for students struggling at each level. According to the California Performance Dashboard, the other area in need of significant improvement is the school's ELA scores on the CAASPP.

Two student groups scored in the "Orange" category in English Language Arts - Hispanic and Socio-Economically Disadvantaged. Our performance on the 2016-2017 test, indicated that 23% of our students scored at "met standard" or "above standard." In 2018-2019, the percent of students who scored at "standard met" or "standard exc, dropped to 4%. In response this data, the school began the process of ensuring that all students were exposed to a guaranteed and viable curriculum in all core classes. All ELA, Math, Science and History began reviewing best practices and then curriculum writing using their content standards along with either the common Core State Standards or next Generation Science Standards. In addition, the school added additional reading intervention courses and ensured all teachers had access to content area nonfiction through Achieve 3000. To help ensure the whole school worked on literacy, our schoolwide instructional focus was teaching students how to access rigorous texts. In particular, we focused on close reading this past year.

In addition, at CNHS 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

Improve college access and college readiness through a rigorous academic program

State and/or Local Priorities addressed by this goal:

Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| ELD Growth and Reclassification Rate 2018-2019<br><br>3% increase in reclassification rate from 17-18 | [Add actual outcome here] |
| Lexile (reading) Levels 2018-2019<br><br>5% increase from 2017-2018 | [Add actual outcome here] |
| Standards Proficiency in Math 2018-2019<br><br>All: 5% increase from 17-18 SBA performance data<br>RFEP: 5% increase from 17-18 SBA performance data<br>ELL: 5% increase from 17-18 SBA performance data<br>SPED: 5% increase from 17-18 SBA performance data | [Add actual outcome here] |

| Expected | Actual |
|---|---|
| Curriculum and Instructional Framework 2018-2019<br><br>100% of students have access to a CCSS-aligned curriculum and instructional framework for Math and Literacy across content | |
| Highly Qualified Teachers 2018-2019<br><br>100% of teachers are appropriately assigned and fully credentialed in the subject areas | |
| AP Passage Rate 2018-2019<br><br>5% increase from 17-18 passage rate | |

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Action 1<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br><br>ELD Growth/Reclassification Rate: Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support<br><br>    ELD teachers Systematic ELD curricular materials (kits) Professional Development Release time for ELD assessment, analysis and response<br>    RSP support for students with IEPs<br><br>Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.<br>    CELDT/ELPAC<br>preparation materials<br>Professional development on ELPAC & ELD standards<br>Family workshops<br><br>Provide targeted intervention for stagnant English Learners and Newcomers<br>ELD internal benchmark analysis to plan targeted intervention | $200,685 | |

| | | |
|---|---|---|
| Action 2<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br><br>Lexile (reading) Levels:<br><br>Provide targeted reading intervention for students who are not reading at or above grade level<br><br>School-wide    reading level assessments 3x/year Time for analysis and planning for intervention teachers<br><br>PD for all teachers to support low readers in the classrooms<br><br>Online program to support literacy development<br><br>Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.) | | |

| | | |
|---|---|---|
| Action 3<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br>Standards Proficiency in Math: PD for teachers and leaders for implementation of new math curriculum aligned to CCSS<br>Revise pacing plans, unit plans, and lesson plans<br>Standards & student data analysis to guide instruction aligned to CCSS<br>Training on curriculum and instructional framework for math<br>PD around best instructional practices including classroom walkthroughs, reflection, and data analysis<br>Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement<br><br>Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class<br>Data management (e.g. Illuminate, Schoolzilla) PD for teachers<br>Maintain technology to be able to administer SBA assessments and interim assessments<br>Computers | | |

| | | |
|---|---|---|
| **Action 4**<br><br>For Actions/Services included as contributing to meeting Increased orImproved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wideLocation: All Schools<br>Curriculum & Instructional<br>Frameworks:<br>PD for teachers and leaders on<br>standards-aligned curriculum and<br>instructional frameworks<br>Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks<br>Train all teachers on school-wide instructional frameworks<br>Training and release time for planning for consistent implementation of standards-based grading<br>PD for history and science teachers on new history common core standards and NGSS | | |
| **Action 5**<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br><br>Highly Qualified Teachers:<br>Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students<br><br>All teachers will be highly qualified and maintain correct credentials | | |

| Action 6<br><br>For Actions/Services included as contributing to meeting Increased orImproved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wideLocation: All Schools<br><br>AP Pass Rate:<br>Support students to build the skillsnecessary for success in AP exams<br>　　　Literacy focusschool-wide<br>　　　Targeted support andintervention<br>　　　AP-aligned curriculum innon-AP classes<br>　　　Rigorous essential skillstaught and<br>　　　assessed in non-AP classes to prepare for<br>　　　AP<br>　　　Test prep<br>PD for AP teachers<br>Send AP teachers to AP institutes and Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement<br><br>Build a strong AP culture for investment from students and families<br>AP assemblies Awards<br>AP Fairs<br>Family meetings Collaboration with middle schools | | |
| --- | --- | --- |

## Goal Analysis

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

[Add text here]

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

[Add text here]

# GOAL 2

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate Local

| Attendance Rate | 2018-19 Decrease number of chronically truant students by 10% from 2017-18 Increase % of students with proficient attendance by 10% from 2017-18 | |
|---|---|---|
| Suspension Rate | 2018-19 Maintain suspension rate at 1.5% or lower | |
| Experiential Learning | 2018-19 Greater than 90% | |
| Family Participation | 2018-19 5% increase from 2017-18 of family attendance in workshops for | |

| families/parents | |
| --- | --- |
| | |

# Actions / Services

| | | |
|---|---|---|
| Action 1<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br><br>Develop support structures for struggling and/or disengaged students:<br>     Advisory (iConnect) classes/teachers<br>     Check in with Dean of Culture Community partnerships Counselors<br>     PD for teachers and staff on Positive Behavior Supports and Restorative Practices<br>     School-wide community building activities<br>     Technology (online program) to track and monitor data related to student behavior/engagement (e.g. Kickboard)<br>School-wide Student Support Plan (SSSP) Team meets biweekly to discuss school-wide and grade-level issues as it pertains to student behavior<br>SARB meetings for attendance/truancy | | |

| ACTION 2 | | |
|---|---|---|
| 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 | | |
| Provide incentives for positive attendance, behavior, and growth:<br>      Attendance incentives Incentives for score points (behavior tracking) Awards ceremony Field trips/activities<br>Utilize alternatives to suspensions Mental health counselors Offering a restorative alternative to suspension such as restorative justice, council, conflict- resolution<br>Referrals to drug counseling<br>Community partnerships<br>Offer after school enrichment opportunities on and off campus<br>After school program (tutoring and enrichment) Summer Internship program<br>Involvement with partner organizations<br>Build more community partnerships to provide more opportunities during the school day<br>Student mentoring (academic/college) SAT Prep classes<br>Local community college | | |

| | | |
|---|---|---|
| ACTION 3<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br><br>Utilize alternatives to suspensions Mental health counselors Offering a restorative<br><br>alternative to suspension<br><br>such as restorative<br><br>justice, council, conflict-<br><br>resolution Referrals to drug counseling<br><br>Community partnerships | | |
| ACTION 4<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br><br>Offer after school enrichment opportunities on and off campus<br><br>After school program (tutoring and enrichment) Summer Internship program<br><br>Involvement with partner organizations | | |

| | | |
|---|---|---|
| ACTION 5<br><br>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement<br><br>Students to be Served: English Learners, Foster Youth, Low Income<br><br>Scope of Service: LEA-wide Location: All Schools<br>Offer after school enrichment opportunities on and off campus<br>After school program (tutoring and enrichment) Summer Internship program<br>Involvement with partner organizations | | |

## Goal Analysis

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

[Add text here]

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

[Add text here]

# Budget Summary

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

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $200,685 |

| 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 | $200,685 |

# 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 | $22,232 |
| Title III | $0 |
| Title IV | $15,382 |

Subtotal of additional federal funds included for this school: $37, 614

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.**

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](mailto: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](mailto: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](mailto: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

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

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

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

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

# Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

# Annual Measurable Outcomes

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

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

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

# Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

# Annual Review

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

## Analysis

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

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

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

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

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

# Budget Summary

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

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

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

# Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

      b.  use methods and instructional strategies that:

         i.   strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

# Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## ~~Comprehensive Support and Improvement~~

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

~~The CSI plan shall:~~

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

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

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

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

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

## ~~Targeted Support and Improvement~~

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

~~The TSI plan shall:~~

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

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

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

# Appendix C: Select State and Federal Programs

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

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