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 Charter Academy 4	1964733-0124826	April 26, 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 4 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 4 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNCA 4 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.

Camino Nuevo Charter Academy #4 during the 2020-2021 school year the school's demographics consist of 92.98% Hispanic, 0.33% African American, 1.17% White, 1.51% Filipino and 0% Asian, 3.18% American Indian/Alaskan Native, %.17 Native Hawiian/Other Pacific Islander, 0.50% Multiple, 0.17% Missing and 76.25% of the student population receive free or reduced lunch. Approximately 15.55% 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 31.27% of current students still designated as an English Language Learner (ELL). 24 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 47.32% female and 52.68% male.

CNCA 4 received $259,000 in Title I funds for the 2020-2021 school year. CNCA 4 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 4 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, $259,000 are Title I funds.

The total revenue projected for Camino Nuevo Charter Academy #4 is $8,766,054.37, of which $6,604,776.48 is Local Control Funding Formula (LCFF) funds, $243,594.33 is other state funds, $479,012.44 is local funds, and $1,438,671.12 is federal funds. Of the $1,438,671.12 in federal funds, $911,251.00 are federal CARES Act funds. Of the $6,604,776.48 in LCFF Funds, $1,660,193.26 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 4 reviewed these expenditures with school-based stakeholders on: April 26, 2021

Resource Inequities

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

Based on the identified needs at the end of the 2019-2020 school year, during 2020-2021 we have continued to invest and support teachers with planning rigorous and targeted lessons and providing PD to address our key priority areas which include English Language Development instruction, writing, and mathematics instruction.

These continue to be areas of need in addition to reading instruction and improving school culture. Our greatest area of need is Math, particularly in grades K-5. The school will be adopting a new math curriculum for the 2019-2020 school year but began the transition this year by piloting the program in grades 2-4th grade and beginning teacher training in preparation for next year.

According to LCFF rubrics the areas of need where we can improve on includes chronic absenteeism and math as these were the areas where we scored in the orange. We have made these an area of focus and our school strategic plan outlines supports to increase attendance as well as math performance as measured by the SBAC. Because we dropped 16.6 points in this area we believe the adoption of the new math program, Bridges, will help create cohesion and alignment across math instruction in K-5.

Students in SPED (SBAC & reading data) continue to perform two or more levels below all student performance. While 61% (57% in 2017) of all students were reading on above grade level at the end of quarter 2, students in special education had a proficiency rate of 39% on or above grade level. While this is an increase from last year (25%), SWD are still are most underperforming sub group. Our plan to address these gaps includes: an increase in classroom co-teaching, as well as the addition of another RSP teacher to the K-5 team, increased sped PD for general education teachers focused on how to create successful co-teaching plans and actions in in order to better support the learning needs of students in special education.

According to LCFF rubrics the areas of need where we can improve on includes attendance, ELA and Math. These areas were rated as orange with ELA being yellow. While we made growth in ELA we are still not in the

green. We have made these an area of focus and our school strategic plan outlines supports to continue to increase ELA (in particular writing), math and school attendance (as measured by chronic absenteeism rates).

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

Effectively support English Language Learners to make adequate progress in acquiring English.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
ELD level advancement 52.5% (210) of student students moved up an ELD level in the beginning of the 2016-17 academic year. 66.5% (266) of students are on track to meet ELD benchmark to move up a level in May 2017. 2019-20 68% of English Language Learners will grow 1 ELD class level in 2019-20	Due to COVID, we were not able to complete assessments and for ELD unit 4 and 5 which are needed to determine moving ELD levels. Due to this, final ELD level data for 2019-20 could not be determined.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Provide daily Systematic English Language Development classes for all ELL students and students who require ongoing language support ELD teachers Professional Development Release time for ELD assessment, analysis and response	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 Provided daily Systematic English Language Development classes for all ELL students and students who require ongoing language support ELD teachers Professional Development Provided release time for ELD assessment, analysis and planning instruction including quarterly PDs on Sept 26, Nov 14 and Jan 16th.	$259,000	$259,000
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

Support students in demonstrating
proficiency on the ELPAC to facilitate
reclassification.

Professional development around
ELPAC and ELD instruction

Provide targeted intervention for
stagnant English Learners and recent
newcomers.

Instructional aids to support language
Development

Newcomer supports - Online tools and a
newcomer ELD class

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

Provided professional development around ELPAC and
ELD instruction on:

- o Sept. 26, 2019 Systematic ELD PD (teachers)
- o Analyze Unit 1 and plan for Unit
- o 2 Re-roster students that move ELD level after Unit 1
- o Jan 9, 2020: IA training for speaking sections (IAs)
- o Jan 16, 2020: ELPAC Prep PD (teachers)
- o Jan. 28, 2020: Annual ELPAC Logistics Training (whole group testing) (teachers)
- o January 30, 2019: Summative ELPAC IA training part 2 (focus on computerized ELPAC) (IAs)
- o March 26, 2020 (scheduled): Systematic ELD To analyze data and plan for the next unit focusing on students that may need an extra push on Unit 5 (teachers)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Provided targeted intervention for stagnant English Learners and recent newcomers. Used Instructional aids to support language development including the hiring of a bilingual aid in 6-8th to support an increase in the arrival of new comer students in those grade this year. Newcomer supports - Online tools were purchased including Rosetta Stone, Achieve 3000, NewsELA, Freckle and BrainPop. We also added a new comer ELD class		

Action 3

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 Provide targeted intervention for stagnant English Learners and recent newcomers. Instructional aids Online program to support instruction CNCA #4has a facilities maintenance plan and school facilities maintenance and improvements are guided by the Home Support Offices Facilities Director. A lead custodian and a School Operations Manager work with the Facilities Director to ensure safe and clean facilities to support the educational program. Provide professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science)	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 Provided targeted intervention for stagnant English Learners and recent newcomers. Instructional aids supported English development including the hiring of an additional bilingual IA to support new comers in grades 6-8. Used several online programs to support instruction including Rosetta Stone, Achieve 3000, NewsELA, Freckle and BrainPop. CNCA #4 used a facilities maintenance plan and school facilities maintenance and improvements were guided by the Home Support Offices Facilities Director. A lead custodian and a School Operations Manager worked with the Facilities Director to ensure safe and clean facilities to support the educational program. We provided weekly professional development to support teachers in executing rigorous, standards-based instruction and the implementation of state		

Provide necessary standards-aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science) School leadership, Human Resources and the Talent Department ensure that all teachers have the correct credential to teach general ed, special ed, and EL students.	content and performance standards within our instructional frameworks across the instructional day (math, language arts, science, and social science) We provided necessary standards aligned curriculum to ensure the implementation of state content and performance standards across a broad range of study (math, language arts, science, and social science) including the purchasing of a new math curriculum Bridges for grades TK-5. School leadership, Human Resources and the Talent Department ensured that all teachers have the correct credential to teach general ed, special ed, and EL students.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 Effectively support parents of English language learners to make adequate progress in acquiring English by having parent workshops to teach parents about ELD instruction, ELPAC testing and Reclassification.	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 We support parents of English language learners to make adequate progress in acquiring English by having parent workshops to teach parents about ELD instruction, ELPAC testing and Reclassification on the following dates: Nov 13 ELD supports in Math workshop Jan 27th ELPAC workshop for parents		

Analysis

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

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

This year we had separate PD for both new implementers of our ELD curriculum and those continuing. New implementers has PDs in the summer for a total of 5 additional trainings for which teachers had sub release to ensure job embedded professional development; this helped us to ensure that all ELD teachers are trained in and are familiar with the curriculum. In professional development meetings teachers participated in PD where they shared best practices in ELD. Additionally, at the end of each unit assessment, teachers were again provided time to analyze their data. This helped teachers to identify trends, instructional best practices, and use the data to backwards plan the next unit to better target student instructional needs. The Principal and APs engaged in a walk through protocol throughout the year to provide teachers with feedback in order to better support ELLs and to gather trends so that decisions could be made regarding supporting all teachers in professional development. Instructional leaders also held data meetings to help teachers select focus students and plan interventions accordingly. During these data meetings teachers analyzed a spreadsheet with data for all English Learners in their class including their reading levels and scores from both IABs and ICAs in order to determine how best o supports their ELLs.

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

The leadership team and the home support office team met monthly his year to discuss school academic data and especially focused on supporting ELs and SWD still in ELD. Classroom observations included focusing on the ELs and noticing their participation and understanding of the lesson. Feedback was given to teachers about their ELs during both the monthly school walks and also from their instructional coach observing weekly.

To support the increase in new commers in the 6-8th grades, the school principal took on teaching an ELD class to target this group and included struggling ELs in middle school based on their ELD assessments, ELPAC/CELDT historical test records and reading levels. The principal took on this class herself because she is a certified EL Achieve curriculum trainer and also to model for other ELD teachers the best practices she has learned over the years at the ELD symposiums. As a result of these actions taken, ELD teachers reported having a clearer focus of language targets based on both coaching, observation feedback and the EL focus tracker that was created to support the development of ELs this year.

The total number of students who reclassified and ELs who moved ELD levels is not yet complete as of March 2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In goal 1 we planned to spend $189.499 on staff supporting ELLs directly including ELD teacher salary and Assistant Principal salaries and benefits as well as $17,700 on books and supplies including accounts for EL students on online learning site Freckle. We were able to spend these amounts to support ELD instruction as planned. We also added a bilingual instructional IA who supported new commers and English learners in grades 6-8 who were not showing standards mastery based on IAB data.

In Goal 2 we also stated that we would target stagnant ELs and we did this by investing in a variety of online tools including Freckle, Rosetta Stone, Lexia, Achieve3000, ST Math and Reading AtoZ.

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

Based on our CA dashboard, only 36% of ELs had made progress towards EL proficiency. In order to be in the very high progressing status on the dashboard our students needed to reach 65%. Although our data is inconclusive due to COVID, our school goal and efforts were aligned in order to reach a satisfactory metric on the dashboard.

Goal 2

Increase SBAC Proficiency (Math & ELA)

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
SBAC achievement results in ELA 2019-20 70% of students will score at or above standard on the ELA SBA. 28% of ELLs will score at or above standard. 71% of RFEPs will score at or above standard. 20% of SWDs will score at or above standard.	Due to COVID 19 students did not take the SBAC in the 19-20 school year. No data to report.
SBAC achievement results in Mathematics 2019-20 65% of students will score at or above standard on the Math SBA. 27% of ELLs will score at or above standard. 60% of RFEPs will score at or above standard. 15% of SWDs will score at or above standard.	Due to COVID 19 students did not take the SBAC in the 19-20 school year. No data to report.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Summer school Intervention	Students Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Summer school Intervention was held for all grades.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 Support parents in helping their students increase SBAC proficiency in ELA and Math by providing ELA, Math and SBAC test prep workshops including how to read and understand your child's SBAC results.	Supported parents in helping their students increase SBAC proficiency in ELA and Math by providing ELA, Math and SBAC test prep workshops including how to read and understand your child's SBAC results. These workshops were held on 9/19 9/24 10/22 1/15		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 PD for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC.	PD held for teachers to support planning, data collection and analysis and teaching in order to improve student performance on SBAC. These were held every other Thursday so that each month there was a PD focused on math improvement and one on ELA.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 The use of student data software to track both academic data as well as attendance and behavior. Tools include Schoolzilla, Kickboard and CPM online tools for teachers.	This year we used student data software to track both academic data as well as attendance and behavior. Tools include Schoolzilla, Kickboard and CPM online tools for teachers. Additionally we used Powerschool to track grades and attendance and added the use of Freckle and STMath to give online assessments and intervention that provided valuable data for teachers to make instructional choices for students.		

Analysis

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

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

In our all staff and teacher professional development this year, teachers and instructional support staff were presented with the previous year's SBAC, ELPAC, ICA, IAB and reading level data and given opportunities to study the school's achievement. We also reviewed our California Dashboard and discussed school wide goals for both ELA and Math. Teachers also participated in quarterly data meeting with the principal and assistant principals in order to analyze their student achievement data each quarter. This allowed teachers to identify student needs and plan for differentiating instruction throughout the school year. CNCA #4 also uses illuminate and Schoolzilla for leaders and teachers track all academic data including math benchmarks, ELD unit assessments and reading assessments. Additionally, we created internal measures to track and monitor writing progress and upload results to illuminate as well. This allows all staff to track individual student data over time and helps teachers pinpoint any students who may need additional supports based on data from previous teachers and assessments. This also allowed us to share our data with district leads and across CNCA campuses in order to learn and improve best practices. In order to track ongoing student progress our teachers use a variety of assessment strategies in all academic areas to monitor progress toward academic standards and program goals. In literacy, all literacy teachers administer the Teacher's College Reading and Writing Project's formal running records (English) three times a year to track reading levels over time. In addition to authentic reading data, our teachers also administered two Interim Assessment Blocks to monitor progress toward standards mastery in both ELA and Math. The IAB and ICA assessments are selected according to their relevance to the standards taught that quarter. Teachers were given PD time to analyze student data in order to inform classroom instruction and instructional differentiation.

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

Student achievement in math improved from unit 1 Bridges assessment to unit 7 (most grade levels were able to complete unit 7 before COVID) in all grades. Based on the IAB data collected in grades 3-8 from Aug- Dec, teachers were able to select student for intervention and launched small group instruction for SBAC prep Jan – March with the support of IAs and co-teachers. The use of Freckle, ST Math and Achieve allowed for teachers to conduct small group instruction and rotate groups between targeted instruction and independent learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to lack of RSP teacher hiring pool, 2 RSP positions remained unfilled all school year. Although in the budget, a candidate was not hired to fill these roles.

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

Our California Dashboard highlights math as an area of need at our site. While we have performed better in ELA than math, neither area are ranked in green yet on our dashboard and thus are an area of focus aligning these goals to the areas of need on our dashboard.

Goal 3

School Culture and Climate

State and/or Local Priorities addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Suspension rate will be available 2019-20 The school's suspension rate will be no more than 2% 93% of students report that the school has a positive culture.	School suspension rate for 2019-20 was 1.8% meeting our goal. In the winter 89% of students reported a positive school culture.

Expected	Actual
Student engagement as of May 2017 Perfect 22% Proficient 34% Basic 32% Chronically Absent 12% 2019-20 80% of students will have proficient attendance 80% of ELLs will have proficient attendance 80% of RFEP students will have proficient attendance 80% of SWDs will have proficient attendance o Chronic absence rate will decrease to 5% Chronic absence rate among ELLs will decrease to 5% Chronic absence rate among RFEP students will decrease to 5% Chronic absence rate among SWDs will decrease to 5%	95% students had proficient attendance 95% of ELLs had proficient attendance 96% of RFEP students had proficient attendance 93% of SWDs had proficient attendance Chronic absence rate decreased by 2% and moved from 15% to 13%
Attendance Rate 2019-20 96%	Attendance Rate 2019-20 Actual was 95%
Expulsion – Maintain a 0% expulsion rate 2019-20 0%	Expulsion – Maintain a 0% expulsion rate 2019-20 0%
Middle School Dropout Rate 2019-20 0%	Middle School Dropout Rate 2019-20 0%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 ○ Dean of Culture ○ Campus Aides ○ School-wide community building activities ○ School-wide professional development on community building, restorative dialogue, and restorative consequences (i.e. alternatives to suspensions) through partnership with the California Conference for Equity and Justice.	Students Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools ○ Dean of Culture is now AP of student services ○ Campus Aides ○ School-wide community building activities School-wide professional development was provided quarterly and included a focus on community building, restorative dialogue, and restorative consequences (i.e. alternatives to suspensions) through partnership with the California Conference for Equity and Justice. In addition to this we held the following school wide-community events: • Resource Fair/ Back to school night 9/11/19 • Fall Festival 10/31/19 • Echo Park Holiday Parade 12/14/19 • Parent Book Club Celebration 1/21/20 • International Fair 2/14/20		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 Counseling and mental health resources	Had a full time mental health counselor who served 123 students. Our counselor also over saw 3 interns from USC who also supported student mental health. Partnered with Didi Hersch and GRYD to support student and family mental health needs. PD from the teaching well for all staff to support staff mental health and wellness.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 ○ Direct services for chronically absent student ○ Attendance monitoring and data collection on individual students with less than proficient attendance ○ Quarterly student success team meetings for students with less than proficient attendance during the quarter ○ Home visits by Student and Family Services Coordinator	○ Direct services for chronically absent student → Parent workshops for chronic absent families. Partnered with DidiHersh and GRYD to provide additional resources, parent classes and in home supports. ○ Attendance monitoring and data collection on individual students with less than proficient attendance→ this was done weekly and captured on an attendance tracker. Shared with office team at weekly attendance team meetings. ○ Quarterly student success team meetings for students with less than proficient attendance during the quarter → Held Attendance SSTs and created individual support plans for students with chronic absences (17 SSTs held between nov and feb Home visits by Student and Family Services Coordinator (23 home visits were done between Aug and Feb)		

Action 4

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 Parents will be made partners in the improvement of school culture and climate by encouraging them to participate in school wide events as well as school committees such as ELAC, SBC, School Culture Committee, School Wellness Committee and parent ambassador programs.	Monthly school events and included parents were held. Listed as follows: • Resource Fair/ Back to school night 9/11/19 • Fall Festival 10/31/19 • Book Fair – Nov 2019 • Echo Park Holiday Parade 12/14/19 • Parent Book Club Celebration 1/21/20 • International Fair 2/14/20 Additionally, weekly parent workshops were offered based on parent survey needs and topics parents requested. ELAC, SBC, School Culture Committee, School Wellness Committee and parent ambassador programs held monthly meetings (Sept -Feb) *ELAC and SBC met via zoom during COVID months		

Analysis

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

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

Daily monitoring of attendance included weekly tracking of both teacher accuracy in taking attendance and what time students arrived at school. Both an attendance monitoring team and a mental health and wellness team was created to track student progress and needs. Meetings were held weekly for both teams with school admin attending both. Personal phone calls, meetings, visits and supports were put in place for students who needed to improve attendance or was in need of a mental health or wellness support.

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

In particular, because of staffing the above positions, CNCA #4 was able to continue to operate in a way that meets the needs of students with significant challenges in their background due to poverty and other traumas. Being able to provide mental health

supports, have an AP of student services and a parent coordinator allowed for a decrease in suspension rates and zero expulsions. In addition, our attendance rates improved and we had a drop in chronic absenteeism by 3%. Using suspension as a last resort, or only as a way to create necessary space between those harmed and those who caused harm, we are able to support students in the classroom and in school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and actuals for this goal were very closely aligned with only a few differences in materials purchasing. We bought additional books for parents to participate in a community book club.

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

According to our California Dashboard, Chronic absenteeism is an area of focus for our school and one we should be working to improve. By having a goal to target student pupil engagement and attendance we are in line with the areas of need identified by the state. Our efforts resulted in improvement of attendance and a decrease in chronic absences.

Goal 4

Improve literacy instruction

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Percentage of students reading on or above grade level as measured by the Teachers College Reading/Writing Project Assessment (TCRWP). Performance data will be available mid June 2020 2019-20 85% of all students will read on grade level by the end of 2019-20 70% of ELLs will read on grade level by the end of 2019-20 87% of RFEPs will read on grade level by the end of 2019-20 55% of SWDs will read on grade level by the end of 2019-20	Due to Covid19, end of the year reading levels were not collected. Reading levels below capture our progress at the mid-year point: 72% of all students were reading on grade level

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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 high quality daily literacy instruction by:
  o Providing teachers with CCSS-aligned curricula such as Readers and Writers Workshop and Enchanted Learning (Engage NY)
  o Providing teachers with site-based and external professional development on best practices related to CCSS literacy instruction
  o Provide students with plenty of high quality literature at their instructional and independent levels
	Provided high quality daily literacy instruction by:
	  o Teachers were provided with CCSS-aligned curricula such as Readers and Writers Workshop and Engage New York.
	  o Teachers were provided with site-based and external professional development on best practices related to CCSS literacy instruction
	Provided students with plenty of high quality literature at their instructional and independent levels.
	  • Teachers attended bilingual literacy conference (NABE) and teachers college.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 ○ PD for teachers to support struggling readers ○ Intervention materials (LLI, Seeing Stars phonics) ○ Instructional aids	The following was provided for staff and students ○ PD for teachers to support struggling readers (October, Dec, Jan) lead by assistant principal ○ Intervention materials (LLI, Seeing Stars phonics, Freckle, Lexia, Reading AtoZ) ○ Instructional aids supervised by APs		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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 Parents will be included in our efforts to improve literacy instruction by providing parent workshops on literacy lessons, reading levels, reading intervention activities and holding a literacy night for parents to get ideas on how to support literacy school wide.	Parent workshops on literacy and tools to help support student learning were held on the following dates: • 9/19/19 • 10/10/19 • 11/14/19 • 1/23/20 • 2/20/20		

Analysis

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

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

By planning trainings for both teachers and parents to support the literacy for students we were able to improve the instruction and support of student learning both in the classroom and at school. Reading activities throughout the school year and our annual bookfair also supported student engagement in literacy. Parents were also supported with their own love of reading and literacy skills by participating in our parent book club. Having additional staffing in the classroom with TAs added to our ability to be able to teach students in small groups, differentiate instruction and support common reading level book clubs.

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

While we were not able to assess a final reading level for students due to COVID, we saw growth in overall % of students reading on grade level from end of year 2019 to mid year 2019/20. We also saw in parent and teacher survey results that they felt more confident to teach literacy to students after the PDs and workshops and also appreciated the investment in online student platforms that improve literacy such as Freckle< achieve, Rosetta stone and Lexia.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and actuals for this goal were very closely aligned with only a few differences in materials purchasing. We bought additional books for parents to participate in a community book club. Also a TA to support middle school students who were new comers was added because we had 5 new comer students this school year in grades 6-8.

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

This is an area that the CA dashboard reflects as improving by 7% but still an area of need. Our goal aligns to the dashboard as we try to move our ELA student progress from yellow to green. By focusing on improving teacher practice and parent understanding of ELA we were able to see student achievement in several grade levels. Although we did not take final assessments we will use beginning of year data to continue to support improvement in this area.

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	$259,000
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	$259,000

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	$29,605
Title III	$22,880
Title IV	$19,852

Subtotal of additional federal funds included for this school: $72,337

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.

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

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/

Developed by the California Department of Education, January 2019