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 Elementary 3	19-64733-0122564	April 30, 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, CNES 3 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, CNES 3 did not create an LCAP covering school year 2020-2021, we instead submitted a Learning Continuity and Attendance Plan. CNES 3 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 Elementary 3 during the 2020-2021 school year the school's demographics consist of 96% Hispanic, 0.4% African American, 1.1% White, 0.1% American-Indian, 0% Filipino, 0.3% Asian, 0.1% Multiple and 2.0% Missing and 94% of the student population receive free or reduced lunch. Approximately 13.4% 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 46.4% of current students still designated as an English Language Learner (ELL). 18 total students have been re-designated as proficient in English (RFEP). Our gender mix for this school year is 48.1% female and 51.9% male.

CNES 3 received $351,453 in Title I funds for the 2020-2021 school year. CNCA has fewer than 1000 students and thus qualifies as a "small LEA." This means that we are allowed more discretion for how we use those funds. CNCA completed a planning process and received board approval to operate a schoolwide Title I program (SWP) which allows the school to use Title I funds to upgrade the entire educational program to serve all students).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In response to the COVID-19 emergency, CNES 3 completed a Learning Continuity and Attendance Plan and received feedback on the plan from school-based stakeholders on August 11, 2020

The total revenue projected for Camino Nuevo Elementary #3 is $10,744,889.05, of which $8,198,653.40 is Local Control Funding Formula (LCFF), $522,643.01 is other state funds, $904,000.20 is local funds, and $1,119,592.44 is federal funds. Of the $8,198,653.40 in LCFF Funds, $2,081,687.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

CNCA reviewed these expenditures with school-based stakeholders on: April 30, 2021

Resource Inequities

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

Red: Suspension Rate

According to the California School Dashboard, the suspension rate grew from 1% in 2016-2017 to 4.1% in 2017-2018, which puts us in the red category for all students. The percentage of students who are English Learners, students who are Hispanic, and students eligible for Title I are also in the "High / Increased Significantly" cell of the rubric, while students with disabilities fall in the "Very High / Increased" cell. Camino Nuevo Elementary #3 embraces the Continuum of Care, established for all Camino Nuevo Charter Academy schools, in which students' comprehensive needs are addressed to ensure that each student is healthy, supported, engaged, and challenged. When a student exhibits a behavior that is unsafe, Camino Nuevo Elementary #3 aims to respond in a manner that is restorative rather than punitive. In certain circumstances, as outlined in our discipline policy and Charter Petition, suspension becomes necessary.

Last year, students were suspended from Camino Nuevo Elementary for unsafe behavior towards peers including bullying and intimidation, sexual harassment, battery, possession and use of controlled substances, and possession of dangerous objects. At times, addressing these ongoing issues for students and their families required removal from the community in addition to meaningful instruction and guidance for students to connect their behavior with new learning.

The overall suspension rate and the event rate disproportionality for students with disabilities are areas of concern for which Camino Nuevo Elementary #3 it working intentionally to improve. To begin, Camino Nuevo Elementary #3 has refined our middle school advisory program for this school year to explicitly teach and practice the socio-emotional learning skills and concepts our students need to proactively mitigate some of the behaviors we saw in the previous year. Through a curriculum from The Great Body Shop, our advisory program is focused on learning in the following areas: growth, development, and sexual health; alcohol, tobacco, and drug prevention; and mental, emotional, and social health. These socio-emotional competencies were specifically chosen to address the trends in student behaviors we saw in the previous year. This extends the work done at the K-5 level, which includes the social-emotional program Second Step.

Additionally, we have worked to strengthen our team approach to identifying students who are at-risk and to develop strategies for implementing programs and resources matched to students' needs. Each week, our School Programs Dean leads our Coordination of Services Team, composed of mental health staff, lead campus aide, and resource specialist teachers. During these meetings, the team reviews behavioral, academic, and socioemotional data to identify students who are at-risk and ensure they are matched with programs and resources that meet their specific needs. Some of the outcomes from this work include partnering families and students with programs offered through Los Angeles Childrens' Hospital for students exhibiting sexualized behavior, enrolling students in gang and violence prevention programs provided by Homies Unidos, and referrals to on-site year 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. Mental health supports are provided by one of several mental health partnerships, such as LACDC, Didi Hirsh, EPIC, and/or our school psychologist.

The middle school campus has also adjusted our school-wide Positive Behavior Interventions and Supports (PBIS) to ensure all students are supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. The components of this PBIS plan, including consistent school-wide rules and expectations, were explicitly taught and practiced by all students at the beginning of the school year and are reinforced formally through quarterly community and culture days. Student behavior is tracked daily in terms of merits for positive behavior choices and demerits for negative behavior choices. Each week, students receive their Jaguar Report, which lists their behavior choices for the week and their current academic standing. Dedicated space is provided for students to reflect on the data contained in the Jaguar Report and engage in goal setting for the subsequent week. This information is also shared with families weekly, and access to this information is available in real-time through the online platforms to which our students and families have access. Students who accumulate merits for positive behavior are rewarded with incentives and in quarterly Merit Day recognition assemblies. Students are identified for behavior intervention after reaching tiered demerit thresholds, to which school staff in partnership with students' families respond through a system of progressive intervention from a general reflection conversation, to restorative circle practices, to behavioral SSTs and formal behavioral intervention plans. Suspension is only considered after these restorative practices have been implemented and monitored over time or when offenses identified in Education Code 48915(c) pose a threat to school safety.

For the 2017-2018 school year, Camino Nuevo Elementary #3 has also made some significant adjustments to staffing and responsibilities. The middle school campus has added a second Education Specialist position to allow for even more support and oversight for students with IEPs, some of whom have socio-emotional needs that are more significant. Additionally, discipline and behavioral intervention is now being managed by grade level administrators rather than through one Dean of Culture as in previous years. In this manner, each grade level has an administrative point who is in charge of the academics, continuum of care, and overall wellness for the grade level. This grade-level administrator is also in charge of behavioral interventions and discipline for the grade level. This structure allows the grade-level administrator to forge even more meaningful relationships with the students and staff in that grade level and to use that enhanced context to provide support that is more comprehensive.

Orange: English Language Arts

Per the California School Dashboard, Camino Nuevo Elementary #3 is in the orange (Maintained / Low Performance) for overall English Language Arts. The ELA scores for students who are English Learners and Students with Disabilities is in the red (Declined / Very Low) cell for 2017-2018. In response to these data, we have taken several actions. For example, we have increased the quality and quantity of standards-based

formative assessments in K-5, drawing upon the Smarter-balanced IAB assessments and bi-weekly use of the Illuminate assessment system. We also added Achieve 3000 as a supplemental intervention program, and added a three-day Saturday Academy coupled with supplemental intervention programs during pupil-free days (e.g., family conference days and Spring Break), attended by English learners, as well as students with disabilities. Finally, shifts in teacher coaching occurred to] specifically focus on achievement of students with IEPs, increasing small-group instruction to target this subgroup.

In reviewing ongoing data in this area, these measures are yielding promising results for our students. For example, the percentage of fourth graders performing at / near proficiency level has risen from 49% to 72%, as measured by ELA IABs. The percentage of fifth graders performing at / near proficiency has risen from 47% to 64%. There were similar gains in these grades for students with an English Learner designation. Third and fifth grade students with disabilities also demonstrated similar gains. At the middle school, an average of 41% of 6th-8th grade English Learners scored "Near" or "Meets" on 2018-2019 IAB assessments compared to 4.5% of ELs who scored "Meets" or "Exceeds" on last year's SBAC. Similarly, an average of 45% of 6-8th grade students with disabilities scored "Near" or "Meets" on this year's IABs in ELA compared to 8% scoring "Meets" or "Exceeds" on last year's ELA SBAC.

Orange: Mathematics

Per the California School Dashboard, Camino Nuevo Elementary #3 is in the orange category (Declined / Low Performance) for overall mathematics and the subgroups of students with socioeconomically disadvantaged designation, and students who are Hispanic. The math scores for students who are English Learners is in the red category (Declined Significantly / Very Low) for 2017-2018. In light of these results, we have worked to focus on deepening teachers' understanding of grade-level standards across all grade levels. Math teachers have unpacked standards into knowledge packets, which require them to have a far deeper understanding of what is required by the standard. To give students greater conceptual understanding of the demands of these standards, our schools have targeted robust student talk as a core instructional strategy, especially for supporting students who are English learners. Small-group instruction of students with IEPs has also been a key instructional lever. Additionally, building on the assessment practices of the middle school, the K-5 campus has added ongoing, computer-based, formative assessments through the Illuminate platform to supplement our IAB assessments in order to gather more actionable data. Ongoing formative assessments indicate these measures are yielding positive results. For example, students in grades three through five have demonstrated considerable growth with both the overall population and the subgroup of students with an English Learner designation increasing proficiency by double digits in the at / near proficiency rate. Similarly, third graders with disabilities jumped from 0 to 18% above proficiency. At the middle school, an average of 53% of 6th-8th grade students scored "Near" or "Meets" across all given IABs in Math this year, compared to 11% scoring "Meets" or "Exceeds" on last year's Math SBAC. By subgroup, an average of 38% of 6th-8th grade English Learners scored "Near / Meets" on Math IABs compared to 0% scoring "Meets / Exceeds" on last year's SBAC; an average of 66% of RFEPs scored "Near / Meets" compared to 15% scoring "Meets / Exceeds" on last year's SBAC; and, an average of 40% of Students with Disabilities scored "Near / Meets" compared to 3% scoring "Meets / Exceeds" on last year's SBAC.

Yellow: Chronic Absenteeism

Per the California School Dashboard, Camino Nuevo Elementary is in the yellow (Increased Significantly / High) cell overall for Chronic Absenteeism. Students in the English Learner, Socioeconomically Disadvantaged, and Hispanic subgroups also fall within this cell, while Students with Disabilities fall in the adjoining yellow (Increased / High) cell. While this shows a decline in chronic absenteeism by 5.4% from the previous year, we aim to continue lowering the rate of chronic absenteeism at our schools by targeting students in key grades who show chronic absenteeism. In addition to our regular attendance incentives, such as monthly perfect attendance rewards, we have leveraged person-to-person outreach to parents through the SARB process, preventative health outreach, and a check-in / check-out system with individual students. As a result, our school's ADA rate is 0.8% above where it was at this time last year, and the chronic absentee rate dropped 0.6% between February 18 and May 18.

No performance for any student group was two or more performance levels below the "all student" performance on the LCFF Evaluation Rubrics, however the state educational agency has determined that Camino Nuevo Elementary #3 is eligible for additional targeted support and improvement (ATSI). This designation results from the fact that our subgroup of Students with Disabilities have met the same criteria for the lowest-performing five percent of Title I schools for Comprehensive Support and Improvement. In addition to the general responses to our data described above, we have specifically targeted this subgroup by shifting our coaching of teachers to specifically focus on achievement of students with IEPs, increasing small-group instruction to target this subgroup and more closely monitoring data to ensure the strategies are yielding the desired outcomes. We have also added supplemental intervention services for this subgroup during the day and outside of regular school hours.

We are taking the following additional steps in response to this data:

1) Ensuring that Special Education Teachers receive development and coaching in standards-based instruction in addition to the targeted development

and coaching they receive specific to Special Education.

2) Additional development in standards for General Education Teachers and Special Education Teachers, which include continuing to build knowledge

packages for math standards and continuing to receive co-planning and support from coaches for the Units of Study in ELA.

3) Continue to ensure a staffing model and scheduling practices that allow for a Collaborative Teaching and Planning service delivery model, including

clustering students who receive co-teaching (per their IEPs) and maintaining a staff of at least six full-time RSP Teachers.

4) Provide time during the contracted school day for weekly co-planning among General Education Teachers and Special Education Teachers who

co-teach together.

5) Ensure that Special Education Teachers share a coach with at least one of their General Education co-teachers.

6) Grades 6-8: ensure strong classroom management skills in any new teacher hires and coach co-teaching partners in tandem for classroom

management and engagement with multiple short coaching cycles to demonstrate increasing time-on-task and universal cognitive engagement.

7) Ensuring the coaching of Special Education Teachers matches the service delivery model of Collaborative Teaching and Planning. Rather than

focusing on case management and direct support of students with IEPs, coaching will focus on co-teaching effectiveness and student achievement

as a result of co-teaching.

8) As part of coaching for co-teaching effectiveness, coaches will support teachers in strategic small group instruction within our literacy and math

frameworks, including the use of reading interventions such as LLI and Seeing Stars, which can be incorporated in a full inclusion setting.

9)Special education teachers will receive membership to one professional learning organization specific to special needs as a means to developing

specialized skills necessary for effective special education.

In addition, at CNES 3 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 CNES 3 students have access to a school-issued device and internet access for distance learning and these

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

Foster a place-based, rigorous academic program that equips students with the knowledge, skills, and mindsets they will need in order to be successful in high school and beyond.

State and/or Local Priorities addressed by this goal:

State 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
K-5 Reclassification Rate: 60%of English Language Learners at the K-5 level will grow 1 ELD level each year 9% beyond 2016-2017 baseline of English Language Learners at the K-5 level will reclassify each year.	K-8 RFEP rate: 15.8%
6-8 Reclassification Rate: 40% of students in 6-8 with EL status grow at least one ELD level by the end of the year. 45% of students in grades 6-8 with an EL status will meet all criteria to reclassify by the end of the year.	K-8 RFEP rate: 15.8%

Expected	Actual
K-5 Reading Level: 58% of students Grades K-5 students will read on or above grade level in English by the end of the year. - ELL: 54% of ELL students will achieve on or above grade level in reading. - SpEd: 20% of SPED students will achieve on or above grade level in reading. 48% of students Grades K-5 students will read on or above grade level in Spanish. - ELL: 54% of ELL students will achieve on or above grade level in reading. - SpEd: 24% of SPED students will achieve on or above grade level in reading.	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
6-8 Reading Levels: 73% of 6-8th grade students will read on or above grade level in English by the end of the year. 40% of 6-8th grade students who are English Learners will read at or above grade level by the end of the year. 75% of 6-8th grade students who are RFEP will read at or above grade level by the end of the year. 40% of 6-8th grade students who have disabilities will read at or above grade level by the end of the year. 71% of Grade 6-8 students will meet their reading growth goal in English by the end of the year. 55% of 6-8th grade students who are English Learners will meet their reading growth goal by the end of the year. 77% of 6-8th grade students who are RFEP will meet their reading growth goal by the end of the year. 53% of 6-8th grade students with disabilities will meet their reading growth goal by the end of the year.	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
K-5 Standards Proficiency	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.

Expected	Actual
6-8 Standards Proficiency 60% of all 6-8th grade students will score at or above standards on the ELA SBAC 45% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. 80% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA. 35% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in ELA.	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
40% of all 6-8th grade students will score at or above standards on the Math SBAC 40% of 6-8th grade students who are English Learners will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 70% of 6-8th grade students who are RFEPs will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH. 40% of 6-8th grade students with disabilities will average a 2 or higher (out of 3) on all Interim SBAC assessments in MATH.	
Elective Courses 100% of students, K-5 will continue to have access to Art, Technology, Dance, Music and Physical Education classes. 95% of students, 6-8 will continue to have access to Technology and/or Physical Education classes.	Per PowerSchool, 99.6 % students participate in P.E. at CAS AND 96.17 % students participate in Music at CAS; At EIS, 96 % students participate in PE AND 77% students receive Tech instruction.
Highly Qualified Teachers 85% of K-8 teachers are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas.	37 teachers fully credentialed

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide robust professional development to support teachers in executing rigorous, standards-based instruction within our instructional frameworks. • Summer planning days to refine yearlong pacing and unit plans in Humanities, Math, Science, and ELD based on previous years summativedata. • 9 release days through the year forteachers to study standards, analyzestudent performance data, plan curriculum, and plan assessments. • K-5 will incorporate bi-weekly data meetings to monitor performance against standards. • Assistant Principals of Instruction position will attend Standards Institute Professional development in College Preparatory Math • Professional development in Cognitively Guided Instruction of Mathematics and its use within the Bridges curriculum Professional development in Reading and Writing Workshop and how they address standards • Professional development in the California Next Generation ScienceStandards • Substitutes to provide for release daysand instructional labs • Books and materials for professional study • Consultants to provide technical expertise • Two new APs will be added. One will beadded to the K-5 campus, and one will be added to the 6-8 campus.	$351,453	$351,453
Two Assistant Principals will be added. One will work at the K-5 campus and one will work at the 6-8 campus. There will be no mentor teachers on either campus. One part time instructional coach/consultant or assistant principal will be continue at the 6-8 level to provide additional instructional coaching and support.		

Provide authentic balanced literacy and math instruction for all students. • PD on balanced literacy with a specific emphasis on reading and writing standards at the K-5 level. • PD to support teachers embedding integrated language and vocabulary development in core subjects/classes. PD to support integrated reading, writing,speaking and listening instruction across the curriculum. • PD on math curriculum implementation with a focus on constructivist practices. • Release time for refining unit plans within instructional frameworks for balanced literacy and math with aspecific emphasis on meeting standards. • Classroom guided reading and Librarybooks in English and Spanish Classroom math manipulatives purchased to bolster classroom sets.. • Curricular materials, including the purchase of IReady for grades 3-5. • Literacy Consultants to providejob-embedded PD • An online reading assessment tool will beused to measure and track reading achievement by lexile level • Assessment will shift to prioritize standards-based assessment through the use of IABs and Illuminate.		
Provide necessary CCSS aligned curriculum • Purchase CCSS aligned instructional materials • Smarter Balanced aligned preparation materials • Release time to analyze • CCSS-benchmark assessments Addition of one full-time STEM teacherPurchase of science materials and curriculum for Next Gen Science Standards • Purchase of IReady at the K-5 level.substitutes to fund release days for planning curriculum • Assistant Principals will attend Standards Institute		

Provide supplemental intervention to students performing below grade level in math of literacy • PD for teachers to support strugglingreaders, including students with IEPs • 2 Intervention teachers at the K-5 levelwho will teach both math and literacy with an emphasis on meeting grade-levelstandards. • Reading Intervention materials (Read180, LLI, guided reading, Lindamood Bell) • Online programs to support math andliteracy development (IReady) • One Teacher Assistant at every gradelevel • Language & Literacy Coordinator at the6-8 level • Summer school for mathematicians andreaders who are lowest performers • Hi-low library books to support middle grade students who struggle with readingAdditional intervention programs will include: After-school (approximately 12 weeks), Saturday Academies (4 Saturdays throughout year)		
Provide targeted intervention in ELA and Math during and after school to support students who demonstrate difficulty accessing grade level standards • Two Intervention teachers at the K-5level • One Intervention specialist at the 6-8level • Online intervention programs aligned tocore grade level standards • If needed, Purchase of intervention curriculum in literacy and mathematics		

Maximize special education instruction to support students with IEPs. • Students with IEPs will be strategically clustered to maximize special education supports and dynamic blended inclusion.PD on special education instructional strategies, addressing autism spectrum disorders, general learning disabilities, speech, and moderate to severe disabilities. • PD on special education • Behavioral modification strategies, addressing autism spectrum disorders, generallearning disabilities, speech, and moderate to severe disabilities. • PD on co-planning. • Substitutes to provide release time of one period per week for co-planning at the K-5 level • Provision of one special education coordinator stipends to better supportIEP writing and execution. • Provision of one SPED instructional aideat the K-5 level, and one at the 6-8 level Continue additional RSP teacher at the 6-8 level • Provision of one part-time SPED clerk at the K-5 level • Purchase membership of one specialeducation professional organization membership for RSP teachers. • Include students with IEPs in all after-school and Saturday Academy intervention programs.		
Provide daily English Language Development classes for all students who are English Learners and students who require ongoing language support. General education classeswill reinforce systematic ELD classes by integrating concepts from the systematic curriculum. • ELD teachers • Curricular materials (Systematic ELDkits, English 3-D books, etc.) Release time for ELD assessment • analysis and response, with particular attention to performance aligned to ELD standards. • Train and maintain two Lead Systematic ELD teachers to provide professional development • Language acquisition coach at the K-5 level • Training and ongoing professional development in Systematic ELD, Academic Language Development, andintegrated ELD • At the elementary level, one teacher andone AP are designated ELD leaders who will dedicate one period per week to program improvement. • A bilingual advisory committee will be formed at the K-5 level to determine keyareas of focus for professional learning Students who have reclassified in grades 3-5 will shift to an IReady Curriculum to reinforce learning around key ELA Content Standards.		

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Support students in demonstrating proficiency on the ELPAC to facilitate reclassification. • ELPAC preparation materials Professional Development in ELPAC Family workshops on ELPAC preparationStrengthen ELD concepts by • integrating systematic ELD across thecurriculum • A bilingual advisory committee will be formed to address bilingual issues andmonitor English language acquisition progress		
Provide targeted intervention for stagnant English Learners and recent newcomers. • Instructional aids • Online program to support instruction Language Acquisition Specialist TeacherUse of Title 3 funds to pay for ELD summer school and after-school intervention services. • A bilingual advisory committee will beformed, support integrated ELD acrossthe curriculum.		
Provide literacy and math supports for students who are new to the country and students who struggle to acquire English over time. • Purchase the Teacher's College Wordstudy curriculum • Selection of one high frequency word listin English for all students. • Professional Development for teachersAfter-school intervention • Rosetta Stone subscriptions fornewcomers • Title 3 Summer School • Literacy and math intervention teacherdedicated specifically to K-2		
Ensure student access to technology necessary to access online assessments • Purchase of additional student laptops,desktops, carts, and/or tablets Technology coordinator at 6-8 level Technology teacher at 6-8 level Programs to facilitate ongoing, online assessment (Illuminate, etc.) • Addition of one full-time STEM teacherAddition of one part-time tech aide at K-5 level		
Ensure all students have access to standards-aligned instructional materials • Instructional materials • CCSS aligned textbooks • Science materials and curriculum • IReady Online Curriculum for K-5		
Ensure students have access to classes taughtby highly qualified teachers. • Credentialed and highly qualified teachers		

Provide electives to complement and widen scope of students learning. • Electives teachers • Arts and dance program have been reduced from full year to half-year or less to provide more academic time in schedule at the K-5 level. • Curricular materials for technology classes • Continuation of STEM teacher and STEM curriculum at K-5 level • After-School Program • Coding for the third grade curriculum		
Provide field trips that are integrated into the curriculum and provide concrete learning experience around specific learning objectives		

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.

Successes in implementing the actions/services to achieve our goal include starting with a focus on ensuring access to grade level standards for all students. This approach to teaching and learning sets a foundation for us to improve our practice with this decision as a base for all others to stem (intervention supports, scaffolds for struggling learners, accelerating learning and improving learning outcomes). Our math planning and instruction has been closely aligned to grade level standards while utilizing a constructivist based approach to learning so that students empowered to drive new learning and take on the cognitive lift in class. A success has been simultaneously building teacher knowledge of the demands of standards while also incorporating a CCSS vertically aligned curriculum with Bridges and CPM. Literacy was more challenging in building vertical alignment and standards alignment across our school with the workshop curriculum, but at this point we are putting ourselves in position to launch a vetted and CCSS vertically aligned curriculum that includes access to complex texts and grade level standards for all students starting in 21-22. Our supports for subgroups have improved in terms of special education PD and training as well as aligning our ELD courses with the demands of ELPAC, resulting in improved outcomes for reclassification amongst our ELs. Technology has been embedded within our instructional program so that every student is able to use technology to further learning across subject areas with 1-1 student to tech device ratio.

Challenges in implementing our actions/services to achieve our goal are rooted in the abrupt shut down of school tied to the Covid-19 pandemic. We were not able to effectively gauge progress on

several of our key metrics tied to standards based instruction and student achievement. This also occurred at a point in the year when momentum would be building for students to accelerate learning in approaching the end of the school year. As a result, we have much left to do with regards to many of the actions/services included in our plan. We will not be changing course significantly from what we've set out to do, but we know we need to sustain efforts around our targeted initiatives so that we can achieve the gains we set out to reach at the end of 19-20. A major part of this process will include our work around standards based instruction that is vertically aligned for math and literacy. The curriculum can serve as a powerful tool in affording our students access to grade level content that builds year over year so that by the time students culminate to high school they are prepared to take advantage of the opportunities at their disposal. Another aspect that created a challenge in delivering upon the goals set in our plan and the actions/services described within connects to turnover amongst the leadership team. Our school has shifted so that we are operating as a single school albeit in two campuses, and this merger has included new team members and some team members leaving. As a result, the learning and calibration required amongst the leadership team is a key part of our forward progress that will take some time to align on goals and strategy. This has already taken place, but the turnover happening within the 19-20 school year disrupted some of the consistency that would ensure follow through on all the actions/services described in our plan.

Goal 2

Foster a school climate and culture centered on high levels of student achievement, personal agency and identity, and a sensitivity to the world.

State and/or Local Priorities addressed by this goal:

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

Local Priorities

Annual Measurable Outcomes

Expected	Actual
K-5 Attendance Rate **Increase the percentageof students with proficient attendance, grade K-5, to 66%** • ELL: 70%- Increasethe percentage of ELL students with proficient attendance to 78% • SpEd: 58%-Increasethe percentage of SPED students withproficient attendance to 80%	Overall 93.72% attendance rate

Expected	Actual
6-8 Attendance Rate Reduce the percentage of chronically truant students, grades 6-8, to 3% - ELL: Reduce the percentage of students whoare chronically truant 4%. - RFEP: Reduce the percentage of students whoare chronically truant to below 2%. - SpEd: Reduce the percentage of students whoare chronically truant to below 8%.	Overall 95.50% attendance rate
The suspension rate in grades K-5 will decreaseto .5% - The ELL suspensionrate in grades K-5 will be reduced to .5% - The RFEP suspension rate ingrades K-5 will be reduced to .5% - The SPED suspension rate ingrades K-5 will be reduced to .5%	Suspension rate of 1.3%
The suspension rate ingrades 6-8 will be maintained at fewer 2% - The ELL suspension rate ingrades 6-8 will be fewer than 2% - The RFEP suspension ratein grades 6-8 will be fewer than 2% - The SPED suspension ratein grades 6-8 will be fewer than 2%	Suspension rate of 5.3%
Parents participating in aschool wide events, grades K-8 will increase 5% from 2018-2019 rate.	K-5 participation rate at 89% (down 4%) 6-8 participation rate at 86% (down 6%)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
. Develop support structures for struggling and/or disengaged students • Advisory curriculum • Community partnerships (Homies Unidos, EPIC, Girls on the Run, etc.)Counselors • Implementation of Second Step Curriculum to teach the K-5 corecharacter values (CARES) School-wide community building activities • Elementary Assistant Principal for School Programs (replacing Dean ofCulture) • Continue Director of Student and FamilyServices (DSFS) at the Middle School Campus Aide dedicated to support the work of the Dean of Culture/DSFS Camp Camino activities • Technology to track and monitor datarelated to student engagement (e.g., DeansList) • Mental health counselors • Contracted services for mental healthproviders. • Professional development for teachers and leaders in Positive Behavior Supports, Trauma Sensitive Practices, Restorative Justice, and other areas tostrengthen culture		
Provide supports and services to engage andpartner with families. • Health and wellness courses andworkshops for families • Technology to increase communicationwith families (e.g., Parent Square, PowerMyLearning, Family Playlist) Academic support workshops for families • Social and Emotional Developmentworkshops for families • Family leadership training andworkshops • Student and Family Services Coordinator at the Elementary School Director of Student and Family Servicesat the Middle School • Family support groups facilitated byMental health therapist • Supplies to support Mental HealthPrograms • Professional development for leaders inpartnering with families, attendance improvement, and other areas to strengthen culture • Partnership with outside organizations toengage and support families (e.g., PowerMyLearning, Magnolia Place, Didi Hirsh, etc.)		

Provide non-curricular incentives for positive attendance, behavior, growth, and meeting eligibility requirements for eighth grade culmination. • Attendance incentivesClass trips • School trips • Merit Day/Funtastic Friday activitiesand awards • School dances and events`` • Facility rentals (school dances, field days, culmination, etc.) • Camp Camino Activities • Jaguar Spirit Week activities		
Provide students with experiential learningopportunities • Field trips and School ExcursionsGuest Speakers • College Visits • Release time to create and refine structures and curricula to supportintegrated EXL opportunities. • Student government (nationalmembership fees, trainings, conferences, etc.) • Project and presentation-based learningopportunities		
Partner with outside agencies to provideextracurricular opportunities. • Sports programs (e.g., FIYA, NormandiePark, LAPR, etc.) • Arts, Dance, and Music programs (e.g.,LOUD) • After School Program		
Ensure students safety and appropriatesupervision. • Campus aides • BSET training for all Campus Aides anTeacher Assistants • One additional Campus Aide to supportStudent Culture • Security costs, including VideoSurveillance System • SPED Teacher Assistants for studentswith moderate to severe disabilities • Student Behavior Interventionist at 6-8?		

Provide services to support students social and emotional development. • Counseling and mental health resources School-wide assemblies • Professional development for Advisory teachers in advisory framework and • in Restorative Justice • Full-time mental health counselor Professional development for all staff on special education inclusion strategies for students with disabilities • Adoption of select Second Step lessons to teach K-5 character education program (CARES) • Adoption of Health Curriculum K-5 Peer Mediators training and support		

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.

Successes in implementing the actions/services to achieve our goal include launching a culture cadre for grades K-5 to help create professional learning for staff around areas that will improve school culture (developing schoolwide positive behavioral intervention and supports, restorative justice, and trauma sensitive practices). Our 6-8 campus has developed an advisory committee with teachers to procure content The culture cadre has created consistent advisory content to implement across classrooms and build a positive school culture. We've also taken steps to incorporate more schoolwide celebrations for our K-5 and 6-8 campuses. Another success is with parent outreach and communication. We've fully embraced Parent Square as a tool for parent communication and partnership, and this has allowed for streamlined communication with families which will continue to improve our participation rates at both sites. It also helps to have one family services coordinator working across both campuses to connect with families as one school.

While we've taken a step in the right direction to establish this team and incorporate teacher voice in a path forward, we have more work to do in terms of implementing schoolwide systems for positive behavioral supports. Particularly, we've seen a challenge with students at the tier 3 level for whom tier 1 supports are not sufficient. This can have an impact on classrooms and grade levels, and so building our capacity to meet unique needs of students for whom tier 1 systems may not be enough. Still, we need to spend time building consistency with our tier 1 systems as a school at both campuses and provide professional learning that helps our teachers hold consistently high expectations for behavior and leverage appropriate supports through pedagogical practice and best teaching strategies. We have room to develop this positive foundation through the systems and

curriculum we implement with all students across all classrooms, which we project will have a positive impact on student engagement, attendance, and behavior.

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	$351,453
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	$351,453

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	$38,431
Title III	$43,930
Title IV	$26,939

Subtotal of additional federal funds included for this school: $ 109,300

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]

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]

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