# AIMS K-12 College Prep Charter District

## Finance Committee Monthly Meeting

**Date and Time**

Thursday October 8, 2020 at 7:30 AM PDT

**Location**

Zoom - https://zoom.us/j/99007073783

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting. **All comments and questions should be entered into the chat feature of the Zoom meeting.**

Join Zoom Meeting https://us02web.zoom.us/j/87086078199?pwd=UytpNENKazRIOStLRWR0bTVGZ1JaZz09
Meeting ID: 870 8607 8199 Password: 3wrGPs

**Agenda**

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| **I.** | **Opening Items** | | | **7:30 AM** |
| | Opening Items | | | |
| | **A.** Call the Meeting to Order | | | |

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| **B.** | Record Attendance and Guests | | | 2 m |
| **C.** | Public Comment on Non-Action Items | | | 10 m |

Public Comment on Non-Action Items is set aside for members of the Public to address the items on the Committee's agenda prior to each agenda item. The Committee will not respond or take action in response to Public Comment, except that the Committee may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed twenty (20) minutes (10 minutes per section).**

| | | | | |
|---|---|---|---|---|
| **D.** | Public Comment on Action Items | | | 10 m |

Public Comment on Action Items is set aside for members of the Public to address the items on the Committee's agenda prior to each agenda item. The Committee will not respond or take action in response to Public Comment, except that the Committee may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed twenty (20) minutes (10 minutes per section).**

## II. Non-Action Items

-Committee Scheduling Discussoin

## III. Action Items — 7:52 AM

| | | | | |
|---|---|---|---|---|
| **A.** | Nutrition Program | Vote | Tiffany Tung | 10 m |
| **B.** | School Plan for Student Achievement for American Indian Public Charter School II | Vote | Marisol Magana | 10 m |

## IV. Closed Session — 8:12 AM

| | | | | |
|---|---|---|---|---|
| **A.** | Public Comment on Closed Session Items | FYI | | 10 m |

Public Comment on Closed Session Items is set aside for members of the Public to address the items in this section prior to closed session. The Committee will not respond or take action in response to Public Comment, except that the Committee

| | | Purpose | Presenter | Time |
|---|---|---|---|---|
| | may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed twenty (20) minutes (10 minutes per section).** | | | |
| **B.** | Recess to Closed Session | FYI | | |
| | Closed Session Items: | | | |
| | 1. Conference with Real Property Negotiators (Gov. Code Section 54956.9) | | | |
| | 2. Conference with Legal Counsel - Anticipated Litigation (Gov. Code Section 54956.9) | | | |
| | 3. Employee Matter | | | |
| **C.** | Reconvene from Closed Session | Vote | | 2 m |
| | Roll Call | | | |
| **D.** | Report from Closed Session | FYI | | 3 m |
| **V.** | **Closing Items** | | | **8:27 AM** |
| **A.** | Items For Next Agenda | FYI | | |
| | - | | | |
| | - | | | |
| | - | | | |
| | - | | | |
| **B.** | Adjourn Meeting | Vote | | |
| **C.** | NOTICES | FYI | | |
| | **The next regular meeting of the Board of Directors is scheduled to be held on October 20, 2020, @ 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS.** | | | |

| | Purpose | Presenter | Time |
|---|---|---|---|

**Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.**

**I, Kellie Minor, hereby certify that I posted this agenda on the AIMS website @ aimsk12.org, on, October 4, 2020, at 10:20 PM.**
**Certification of Posting**

# Coversheet

## Nutrition Program

| | |
|---|---|
| **Section:** | III. Action Items |
| **Item:** | A. Nutrition Program |
| **Purpose:** | Vote |
| **Submitted by:** | |
| **Related Material:** | Nutrition Program Update 2020-2021 (2).pdf<br>AIMS Finance Comittee Cover Nutrition program (1).pdf |

# AIMS Nutrition Program Update

Finance Committee Meeting
October 8, 2020

AIMS K-12 COLLEGE PREP CHARTER DISTRICT

# SSO (Seamless Summer Option)

AIMS applied for SSO and was approved by CDE Department of Nutrition Services effective September 14, 2020 till the end of 12/2020. The SSO will allow all families and individuals in the community to age 19 and below to receive meals for for free.

**What is SSO?**

SSO Seamless Summer Option, an extension of the NSLP (National School Lunch Program) program, the idea behind this program is that we can seamlessly move out of the program at any point and time. Additionally, all families and individuals in the community will now be free, we will not need to consider eligibility or income. This will also mean our staff will not need to scan out lunches individually, they will complete a meal count form once a week during lunch distribution and we will send that back to the state to receive our reimbursement. All meals distributed will be 100% reimbursed by the state and federal government at the *free* rate of $3.41.

SSO distribution began as of Monday, September 21, 2020  at the AIMS high school campus.

# Lunch Distribution Site

Finance Committee site recommendation for district lunch distribution: 746 Grand Ave, Oakland CA 94610

AIMS has now been officially approved for the SSO (Seamless Summer Option) and is proposing to begin lunch service at 171 12th St. Oakland, CA 94607 one day a week on Mondays 12:30pm-2:30pm.

**Benefits:**

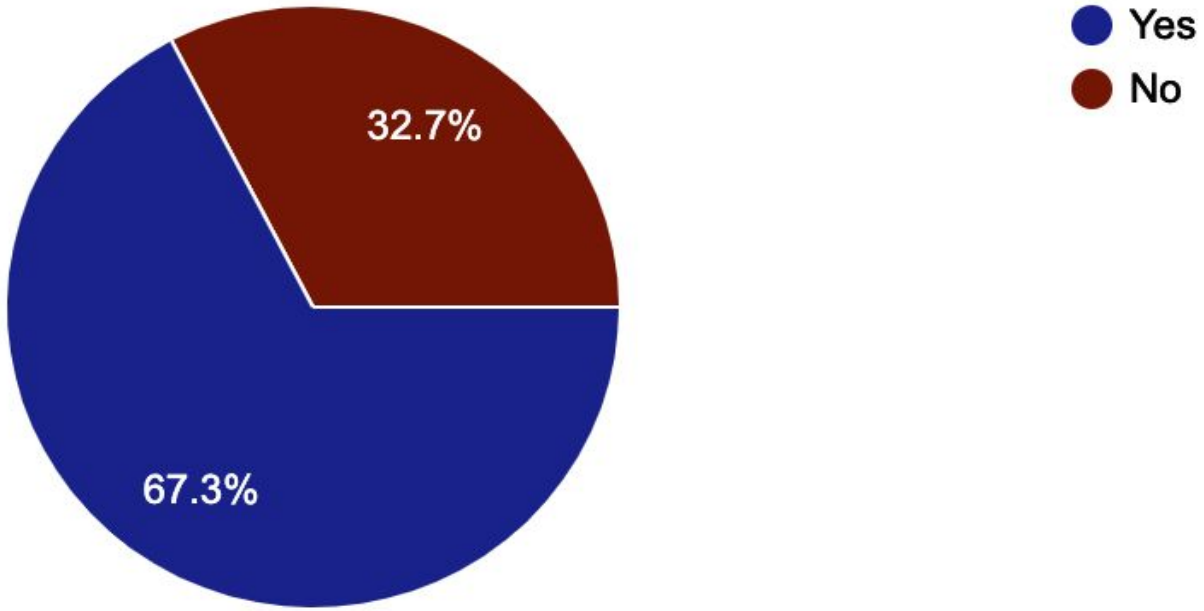
Serving lunches at both school campuses would allow the AIMS Nutrition Program to target more families in low-income areas were food is needed the most. The 94607 zip code is where the predominant amount of our low-income families live. This would allow for families that live in the area to have access to meals, and access families that do not have transportation.

Additionally, now that we are feeding the community and not just AIMS families we will be able to support more families and reach more families at the 171 12th St. campus.

# Survey Data

Parents were survey in September the following questions:

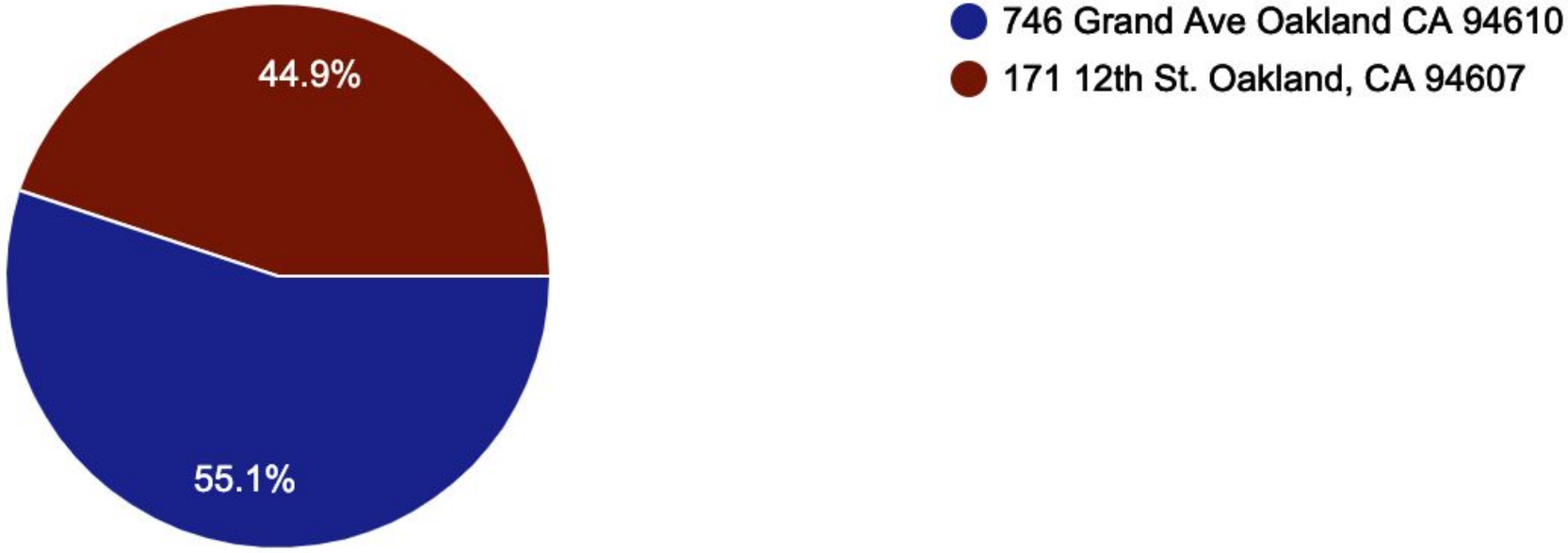
Do you have the ability to commute to 746 Grand Ave. Oakland, CA 94610 to pick up your child's lunch from 11:00am-12:45pm on Monday's?



# Survey Data

Parents were survey in September the following questions:

What campus is more convenient for your family to pick up lunches on Monday's of every week?



# How will lunch orders/finances be impacted?

## Orders

The AIMS lunch vendor “Lunch Masters” is aware of this new change in SSO programming, the company is willing to come out to see how many families pick up meals for two feeding days and will take the remaining meals back and charge AIMS for the meals distributed. This flexibility will allow for AIMS to not take a financial loss of total meals ordered during lunch service and have a better idea of how many orders to place for the month.

## Eat Less Cost/All meals reimbursable

There will be less potential for waste, whatever is left over at the highschool campus can be brought over to the 12th st. campus to be given out. Lunch times are scattered therefore this is a possibility. Through SSO all meals are 100% reimbursed at the free rate. No longer do we need to determine income eligibility and reimbursements will be given for all meals given out.

# Procedures and Logistics

Lunch distribution will still be grab and go style. Lunch distribution will completed on the patio of the 12th St. campus. Families/ students/public will be asked to where masks prior to picking up a lunch.

**Lunch Distribution Days:** Mondays 12:30 pm-2:30 pm.

**Lunch Staff:** Two lunch staff supporting will be AIPCS/AIPCS II administrative and clerical staff

**Accountability and Reporting for Reimbursement:** a CDE reimbursement form will be completed at time of lunch distribution. This document is then scanned to the state for federal and state reimbursement. Reimbursement disbursements fluctuate.

# Marketing and Branding SSO

**Strategic Plan to Market & Brand:**

To reach out to schools in the area, market on AIMS social media pages Instagram, Facebook, Youtube, website and create banner to hang in front of school.

- Roses in Concrete
- Lincoln Elementary
- Amethod
- La Escuelita



# AIMS Finance Meeting Item Cover Letter

Item: Nutrition Program

Presented By: Tiffany Tung, Operations Manager

Staff Recommendation:

To approve lunch distribution from 171 12th street through SSO/NSLP program.

Committee Approval: Yes Finance Committee

Total Associated Cost: TBD

Included in Budget?

Over or Under Budget?

Amount Over/Under Budget?

Included in LCAP? Yes

Which LCAP?

2019/2020

# Coversheet

## School Plan for Student Achievement for American Indian Public Charter School II

**Section:** III. Action Items
**Item:** B. School Plan for Student Achievement for American Indian Public Charter School II
**Purpose:** Vote
**Submitted by:**
**Related Material:** SPSA - AIPCS II.docx
SPSA Cover Letter.pdf

School Year: **2020-2021**

# School Plan for Student Achievement (SPSA) Template

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 |
|---|---|---|---|
| American Indian Public Charter School II | 01-61259-0114363 | [Add SSC Approval Date here] | [Add Local Board Approval date here] |

## 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)

Schoolwide Program

Targeted Support and Improvement

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.

This plan was developed using an analysis of data from the California School Dashboard.

## 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**

This SPSA plan was developed with the input of various stakeholders. School staff and parents worked together throughout the year. Parents of English Language Learners also contributed to this plan.

LCAP Advisory Committee
DELAC (District Language Advisory Committee)
AIMS K-12 School Board

**Comment [1]:** Please describe how what this process will look like during these committee meetings

## Resource Inequities

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

[Add text here]

# 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

**Closing the Achievement Gap with High Expectations for All** - All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

### Identified Need

Our largest performance gap is seen in the scores of our second language learners and students who are new to the AIMS school system. Expenditures have been allocated for increasing our ELD programs. Tutoring and intervention support have been funded to help students new to the AIMS system

### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| EL Reclassification Rate | 40% | [Add expected outcome here] |
| ELs making at least one year's progress in learning English | 67% | [Add expected outcome here] |
| ELs achieving proficiency in English | <5 yrs cohort: 41%<br>5+ yrs cohort: 50% | [Add expected outcome here] |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELD Coordinator will continue to analyse and discuss students progress to:

Monitor the progress of English Learners (ELs) including Long Term English Learner (LTELs) and reclassified students

Comment [2]: @vannee.chand@aimsk12.org

Hi Mrs. Chand - can you confirm these are realistic goals. Thank you!
_Assigned to Vannee Chand_

Comment [3]: This year out reclassification rate is skewed because K-3 did not take their ELPAC, so I would say 50% in a normal school year, but 40% is fine. All the other number looks fine.

Comment [4]: @vannee.chand@aimsk12.org

Hi Mrs. Chand - can you confirm these are realistic goals. Thank you!
_Assigned to Vannee Chand_

Comment [5]: This year out reclassification rate is skewed because K-3 did not take their ELPAC, so I would say 50% in a normal school year, but 40% is fine. All the other number looks fine.

Comment [6]: @vannee.chand@aimsk12.org

Hi Mrs. Chand - can you confirm these are realistic goals. Thank you!
_Assigned to Vannee Chand_

Comment [7]: This year out reclassification rate is skewed because K-3 did not take their ELPAC, so I would say 50% in a normal school year, but 40% is fine. All the other number looks fine.

Create Newcomer program to support students that have been in the country for three years or less. Monitor and track progress with formative assessments.

Monthly ELAC meetings to inform families of supplemental resources that are provided to EL students. Update of outcomes

Determine the short and longer term needs of ELs

Determine specific actions designed to accelerate language acquisition and learning for English Learners (ELs)

Rosetta Stone Accounts will be purchased for newcomers

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| $37,890 | Federal - Title III |

# Goal 2

Increase rate of students who are on track for college readiness by strengthening proficiency in mathematics and English language arts/literacy and also providing students with a well rounded education.

## Identified Need

All Students

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Assessment of Student Performance and Progress | ELA: 50%<br>Math: 70% | |
| Benchmarks | ELA 45%<br>Math: 55% | |
| Student Survey | | |
| | | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

School Plan for Student Achievement| Page 3 of 4

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students that were struggling to pass with grades C- and below in ELA and/or Math were required to attend Saturday Schools until they were at grade level

K-5 for 2020-2021

Weekly Academic Saturday Schools will take place for grades 3-5.

Each grade level will get their own intervention aide Intervention aides will receive professional development by administrators

6-8 for 2020-2021

Increased intervention aide support for middle school classrooms.

Increased student tutoring support for Middle School Students

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| $153,840 | Federal - Title I, Part A - Saturday School, Math Camp, Aleks, Supplies and Materials<br>Federal - Title IV, Part A (Early literature, software) |

# Goal 3

Increase rate of students participating in AfterSchool Program.

## Identified Need

All Students

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| At least 100 students will participate in afterschool program | | 100 Students enroll and participating in the after school program |
| Enrichment will be provided for afterschool program | | All students enrolled in the program will receive enrichment |

| | | |
|---|---|---|
| | | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. AIMS will contract with BACR to provide after school programming to its students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| $177,382 | ASES Grant |

# Goal 4

**Teaching and Learning Effectiveness** – effective teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

## Identified Need

To ensure all students receive quality instruction and equipment and teachers to provide for it. There will continue to be a need to recruit, develop, and retain effective teachers who are prepared and equipped to effectively support our diverse students and families.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Monthly collaboration meetings | 80% Attendance rate | |
| Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score. | 60% | |

| | | |
|---|---|---|
| | | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The faculty will consist of well qualified teachers who are well supported and trained in the AIMS Model.

- HR will ensure during the onboarding process that teachers will hold appropriate teaching certifications. The Teaching Induction program will be monitored by induction coach to ensure certifications are being completed.

- Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career.

- Will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s) | Source(s) |
|---|---|
| | Federal - Title II (All PD) |

# Annual Review

**SPSA Year Reviewed: 2019–20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Comment [8]: Analysis - Oct2019-Oct2020 date range

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

Our strategies are targeted to meet the needs of improved learning for all students and subsets of students who demonstrate the need for additional support in each of the following categories of goal 1- 4. Our strategies are targeted to meet the needs of improved learning for all students and subsets of students who demonstrate the need for additional support.

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

COVID - 19

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Add text here]

Comment [9]: This is an overall analysis, please update for targeted learning outcomes.

Comment [10]: _Marked as resolved_

Comment [11]: _Re-opened_

# 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 | $ 270,682 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ [Enter amount here] |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $ [Enter amount here] |

## 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 ($) |
|---|---|
| [List federal program here] | $[Enter amount here] |
| [List federal program here] | $[Enter amount here] |
| [List federal program here] | $[Enter amount here] |
| [List federal program here] | $[Enter amount here] |

| | |
|---|---|
| [List federal program here] | $[Enter amount here] |

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

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 ($) |
|---|---|
| After School Education and Safety Program | $177,382 |
| General Funds | $Title III Waiting for Finance |
| [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: $177,382

Total of federal, state, and/or local funds for this school: $448,064

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

# Instructions: Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance 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 partner with the school in the development and implementation of this 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 partner with stakeholders (including principals and other school leaders, teachers, and parents) to 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

# AIMS Board Meeting Item Cover Letter

Item: School Plan for Student Achievement (SPSA)

Presented By: Marisol Magana, Operations Director

Staff Recommendation:

Staff recommends the approval of the School Plan for Student Achievement (SPSA) for AIPCS II

Committee Approval:

Total Associated Cost: $481,975

Included in Budget? Yes

Over or Under Budget?

Amount Over/Under Budget?

None

Included in LCAP? N/A

Which LCAP?