AIMS K-12 College Prep Charter District

Governance Committee Meeting

Date and Time

Tuesday June 27, 2023 at 5:30 PM PDT

Location

171 12th Street, Oakland, CA 94607

Members of the public, staff, and faculty may join virtually at:
Join Zoom Meeting
https://us02web.zoom.us/j/81397467941?pwd=KzVHbDliZFdETjJEbnQxUmdsTFZDQT09

Meeting ID: 813 9746 7941
Passcode: 596846
One tap mobile
+16699006833,,81397467941#,,,,*596846# US (San Jose)
+16694449171,,81397467941#,,,,*596846# US

Dial by your location
+1 669 900 6833 US (San Jose)
+1 669 444 9171 US
+1 719 359 4580 US
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US

+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
+1 689 278 1000 US
+1 929 436 2866 US (New York)
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
Meeting ID: 813 9746 7941
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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.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
	Opening Items			
A.	Call the Meeting to Order			1 m
B.	Record Attendance and Guests		Barbara Pemberton	2 m
C.	Adoption of the Agenda	Vote	Jaime Colly	1 m
D.	Public Comments on Agenda Items	Discuss	Chris Edington	4 m
	Public Comment on Action Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board 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 thirty (30) minutes (10 minutes per section). Please enter all questions via Zoom chat feature.**			
E.	Public Comments on Non-Agenda Items	Discuss	Chris Edington	4 m

		Purpose	Presenter	Time

Public Comment on Non-Action Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board 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 thirty (30) minutes (10 minutes per section). Please enter all questions via Zoom chat feature.**

II. Action Items — 5:42 PM

A.	Local Assignment	Vote	Marisol Magana	5 m
B.	2023-2024 AIMS HS SPSA	Vote	Natalie Glass	5 m

III. Closed Session — 5:52 PM

A.	Public Comment on Closed Session Item	Discuss	Chris Edington	5 m

Public Comment on Closed Session Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board 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 thirty (30) minutes (10 minutes per section). Please enter all questions via Zoom chat feature.**

B. Closed Session — 5 m

Closed Session Items:
1. Conference with Real Property Negotiations (Gov. Code Section 54956.9)
2. Conference with Legal Counsel- Anticipated Litigation (Gov. Code Section 54956.9)
3. Employee Matters
4. Student Discipline Matter

IV. Closing Items — 6:02 PM

A.	Adjourn Meeting	Vote		
B.	NOTICES	FYI	Barbara Pemberton	

	Purpose	Presenter	Time

The next regular meeting of the Board of Directors is scheduled to be held in July 2023 by 5:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, it's 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.

I, Barbara Pemberton, posted this agenda at the AIMS Campus 171 12th Street, Oakland, CA 94607 on, June 24, 2023, before 5:30 PM.
Certification of Posting

Coversheet

Local Assignment

Section:	II. Action Items
Item:	A. Local Assignment
Purpose:	Vote
Submitted by:	
Related Material:	Local Assignment Options - Resolution (Governance & Board).docx Local Assignment Options Presentation- Governance & Board.pptx

TO:

BOARD, AIMS COLLEGE PREP CHARTER DISTRICT

MEETING DATE: June 27, 2023

AGENDA ITEM: _____

FROM:

SUZANNE GARRETT, CREDENTIAL ANALYST

SUBJECT: APPROVAL OF RESOLUTION ENTITLED "AUTHORIZATION TO TEACH OUT OF CREDENTIAL AUTHORIZATION WITH LOCAL ASSIGNMENT OPTION (LAO)"

☒ **Action**

RECOMMENDATION:

Approve Resolution and authorize the Board Secretary to sign the Resolution for the Board.

DISCUSSION/PROGRAM:

With the introduction of this Resolution in the 2022-2023 school year and annually continuing for the 2023-2024 school year, the Board is asked to review and approve this resolution. With the increasingly complex nature of the secondary curriculum and scheduling and with the advent of the middle school basic education concept ("Core Block"), the California Legislature determined that school districts need flexibility in the assignment of teachers. At the same time, the Legislature recognizes the need to ensure that teachers are properly prepared and competent to teach in their assigned area. As a result, several separate provisions are included within the California Education Code (EC). The following Local Assignment Options are recommended for use at AIMS College Prep Charter to reduce the incidence of misassignments.

EC 44256(b) allows, by resolution of the Governing Board, the holder of a Multiple Subject or Standard Elementary Teaching Credential to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or six upper division or graduate semester units, in the subject to be taught. The teachers teaching under this provision have met the following qualifications:

- All have completed at least the required semester hours of course work.
- All are teaching at the Elementary or Middle School.
- Some have been teaching successfully in the assignment in previous years.
- All are well qualified to teach in their assignment.

EC 44263 allows, by resolution of the Governing Board, a teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach a single subject class in which he or she has 18 semester hours of coursework or nine semester hours of upper division or graduate coursework or a multiple subject class if he or she holds at least 60 semester hours equally distributed among the 10 areas of a diversified major set forth in Section 44314. A three-semester-unit variance in any of the required 10 areas may be allowed. The governing board of the school district by resolution shall provide specific authorization for the assignment. The authorization of the governing board shall remain valid for one year and may be renewed annually.

Cal. Ed. Code § 44263

The teachers teaching under this provision meet the qualifications stated below:

- All have completed at least the required semester hours of course work.
- Some have majors in related fields.
- Some have been teaching successfully in the assignment in previous years.
- All are well qualified to teach in their assignment.

Continued…

LEGAL REFERENCE: **California Education Code Sections 44256(b), 44258.1, 44258.2, 44258.7(b, c, d), 44263**

FISCAL IMPACT: **None**

MOVED BY: _____ **SECONDED BY:** _____

RESOLUTION

APPROVAL OF RESOLUTION ENTITLED "AUTHORIZATION TO TEACH OUT OF CREDENTIAL AUTHORIZATION WITH LOCAL ASSIGNMENT OPTION (LAO)"

ON MOTION of Member _____, seconded by Member _____, the following resolution is adopted.

WHEREAS, the Governing Board of AIMS College Prep Charter District pursuant to Education Codes 44258.1, 44258.2, 44263, 44264, 44256(b), 44258.7, 44258.7(b), (c), and (d), and 44865, does hereby authorize the following named teachers to teach in a field other than their Credential Authorization.

Name	Ed Code	Credential Authorization	Assignment	Consent
AIMS College Prep Elementary School				
Judith Garcia	44263	Education Specialist M/M	General Subjects	3/23/2023
AIMS College Prep Middle School				
Evans Ongaga	44263	Social Science	General Subjects	3/1/2023
Kyle Bilorusky	44263	Social Science	English	7/29/2021

AIMS College Prep High School
N/A

PASSED AND ADOPTED by the Governing Board of AIMS College Prep Charter District, San Diego County, California, this 27th day of June 2023.

AYES:
NOES:
ABSENT:
ABSTAIN:

COUNTY OF ALAMEDA
STATE OF CALIFORNIA

This is to certify that the foregoing document is a true copy of the Resolution of the Board of Education of the AIMS College Prep Charter District.

Board Secretary

What is Local Assignment Option (LAO)

Local Assignment Options

- Are offered to a Local Educational Agency (LEA) to authorize an assignment via a specific Education Code (EC) or Title 5 Regulation (T5)
- Allow for flexibility at the local level and are used solely at the discretion of the LEA
- Place the responsibility for verifying requirements set forth by the corresponding Education Code or Title 5 Regulation on the LEA
- Are not CTC issued authorizations and therefore do not require Credentialing
- Are only valid for one fiscal year and must be re-issued annually
- Require the charter school submit requested documentation specific to the Education Code or Title 5 Regulation to the requesting Monitoring Authority (MA)

All Local Assignment Options Require Teacher Consent

- Educators asked to serve outside of their preparation need to consent to their assignment(s)
- Consent should be documented and kept on file with the LEA
- Educators who do not consent should not be assigned

EC 44263 Self Contained

- Authorizes the holder of a teaching credential to teach self-contained in grades K-12.
- The charter is responsible for verifying:
- Educator holds a qualifying teaching credential.
- Educator has completed 60 semester units of coursework equally distributed among 10 subject areas of a diversified major set. Refer to Section 44314 of the Ed Code.
- Educator has consented to the assignment.

The charter must submit to the Monitoring Authority:

- Annual governing board approval to include all of the following:
  - Education Code
  - Description of the Education Code
  - Name of the educator
  - Subject area of the content to be taught
  - Date the teacher consented to the assignment

Does not authorize CTE, ELD

EC 44256(b) Departmentalized

Authorizes the holder of an Elementary credential obtained via a BA degree and student Teaching to be authorized to teach a departmentalized course in grades 8 and below.

The charter is responsible for verifying:

- Educator holds a qualifying Multiple Subject or Standard Secondary teaching credential.
- Educator has completed 12 lower division or 6 upper division semester units of coursework at an accredited institution in the content to be taught.
- Educator has consented to the assignment.

The charter must submit to the Monitoring Authority:

- Annual governing board approval to include all of the following:
  - Education Code
  - Description of the Education Code
  - Name of the educator
  - Subject area of the content to be taught
  - Date the teacher consented to the assignment

Does not authorize CTE, ELD or Sp Ed courses

Coversheet

2023-2024 AIMS HS SPSA

Section: II. Action Items
Item: B. 2023-2024 AIMS HS SPSA
Purpose: Vote
Submitted by:
Related Material: 2023-2024 AIMS HS SPSA.docx

School Year: 2023-24

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	School Site Council (SSC) Approval Date	Local Board Approval Date
AIMS College Prep High School	01612590111856076 5	Monday, June 12, 2023	[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

American Indian Public Charter School (AIPCS II) is committed to provide academic excellence to all students. Our staff and teachers work collectively to cultivate a school community of diverse learners to commit high expectations, academic achievement, and character development.

The purpose of this plan is to provide all students at AIPCS II high expectations, academic achievements, and character development with exemplary trained teachers, core curriculums aligned with CCSS, professional development, teachers on special assignments (TSA), teacher assistants, social emotional learning support and additional resources to support state testing such as Lumos Learning practice tests. Additionally, to monitor students' academic achievement students will be administered Illuminate Benchmark tests, Scholastic Reading Inventory and Scholastic Math Inventory. Expanded learning opportunities will be scheduled before and after school along with planned break interventions and Saturday Academic School.

LCAP Goals:
Goal 1: Academic & Curriculum
Goal 2: Instruction Development & Support
Goal 3: Measurement of Data
Goal 4: School Culture & Climate

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.
Student Achievement Goals:
1. Implement core curriculum, state testing materials
2. Professional development, trained teachers, support staff
3. Measurement and data with SRI, SMI and Illuminate Benchmark

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. Parent informational meetings took place throughout the Spring and Summer.

The culmination of these and other stakeholder, staff, and Board meetings took place to develop this document.
SSC - School Site Council
AIMS K-12 School Board

Resource Inequities

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

N/A

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

Academics and Curriculum: We we will commit to academic excellence by ensuring that all students receive Data-Driven Instruction and curriculum in Common Core State Standards (CCSS), Next Generation Science Standards (NGSS,) other California State Standards (ELD, Social Studies, World Languages, Visual Performing Arts).

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 program by providing professional development in Integrated and Designated ELD. Tutoring, and intervention support have been funded to help students new to the AIMS system. To enhance the ELD program, a consultant has been contracted to help evaluate best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English learner reclassification rate		Increase annual EL reclassification rate by 10%

English Learner programs and services	ELD services were provided to all EL students (who did not decline services).	Maintain ELD instruction services to all EL students. 100% of EL students have access to assistive technology supports to access curriculum as appropriate.
English Learner Progress Indicator	of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	85% making progress

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 analyze and discuss students progress to:

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

Hold DELAC/ELAC meetings to inform families of supplemental resources that are provided to EL students.

Evaluate the effectiveness of the current ELD program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELD Students

Strategy/Activity

Teachers will use approved textbooks core curriculum in ELA, math, science and social studies. Teachers will use the AIMS lesson plan template to outline core curriculum learning expectations such as: CCSS, learning objectives, checking for understanding strategies, formative and summative assessments to monitor students' learning and progress. Aligned CCSS embedded classroom activities along with ELD standards will be supported by core curriculums. Additional classroom materials and supplies will supplement core curriculum with aligned activities. Furthermore, independent online programs will supplement learning and promote digital literacy by using chromebooks. To support students with state testing, Lumos Learning practice tests will supplement students with test preparation.

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$6,646.79 (Materials/Supplies)	Title I
$ (Online Learning Platforms)	Title I, A-G
$ (Materials, supplies, curriculum)	Prop 28 - Arts and Music
$(Art and Music Field Trips)	Prop 28 - Arts and Music
$(World Language Platforms, Materials and Supplies)	Prop 28 - Arts and Music

Goal 2

Instruction, Development, and Support: Provide high quality classroom instruction from appropriately credentialed teachers and staff, that promotes college and career readiness with academic interventions and professional development to eliminate barriers to student success.

Identified Need

All Teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Professional Development meetings	95%	98%
Teachers will show improvement from 1st teachers evaluation raw score to 2nd teacher evaluation raw score.	85%	95%

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

Staff will help AIMS HS students during Academic Intervention to help mitigate academic learning loss actions will better help mitigate student learning loss

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AIMS will hire 2 Academic Counselors to synthesize and analyze data and review student learning trends.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development to train and develop highly effective teachers

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Personnel $259,563.37	Title I

$28,693.00 (Boot Camp PD and PD Training)	Title I ,Title II
$10,000.00 (School IT services and software)	Title IV
$ (Art and Music teacher)	Prop 28 - Arts and Music

Goal 3

Measurement of Data: Use technology and supplemental education resources to increase staff effectiveness, progress monitor, and improve student outcomes in becoming 21st century learners and educators.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase or maintain student achievement with statewide assessment data as measured on the Dashboard.	Dashboard Local Indicators	
Percentage of students who participate in a local benchmark to monitor Common Core standards and identify students in need of intervention	Re- implement benchmarks and determine baseline for all content subject areas.	Administer district benchmark 100% of students 85% of students requiring intervention will attend tutoring

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

Illuminate Benchmark, SRI and SMI will support data-driven instruction and student progress. AIMS will administer SRI and SMI to measure student reading and math ability. Additionally, SRI and SMI will help teachers develop goals for students, monitor progress, and adjust instructional plans throughout the year. Relevant data will be accessible and readily available for staff to use in developing plans, setting goals, monitoring progress and evaluating effectiveness. Teachers will use data to create effective lesson plans to target learning gaps and measure students' progress.

Illuminate Benchmark will also be administered to track student progress quarterly and measurement of advanced, proficiency, basic and below basic.

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)
$7,000 (SRI & SMI)	Title IV
$3,696.00 (Illuminate Benchmark)	Title I
$3,282.41 (Unified Insights)	Title I
($5,400 (GoGuardian)	

Goal 4

School Culture & Climate: Create a safe and positive school that's based upon the principles of family and community, the recognition of dignity and worth of every human being, and social awareness and justice that leads to action.

Identified Need

Our largest performance gap is seen in the students who are new to the AIMS school system. Expenditures have been allocated for...

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student participation in afterschool clubs and sports	Extracurriculars are available to all students	% student participation in afterschool clubs or sports
School Survey - Question regarding Safety	Student response Family response	Student response rate 85% Family response rate
Student Survey Student - Caring Relationships	Student survey response	Student response rate %85
School Wide Suspension Rate	Schoolwide suspension rate 4.1%	<3%

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

To promote a positive and safe learning environment, the SEL curriculum will support SEL counselors to develop character development through restorative justice and community circles. Our strategy is to provide students a safe environment to discuss any issues head on and learn to build friendships by discussing the current issues as well as their feelings. Additionally, a positive behavior intervention support program (PBIS) will provide social and emotional support by encouraging positive behavior through student rewards and incentives. PBIS will also maintain a low suspension rate and promote a safe and positive learning environment. To maintain school climate and school culture, students will have opportunities to be a part of Student Government Association (SGA) to take on leadership roles. Furthermore, to promote a positive and safe learning environment AIMS will invite guest speakers, SEL assemblies, academic assemblies, orientations, extracurricular activities, school celebrations and school events.

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)
$44,057.15 (SEL counselor)	Title I
$98,885.92 (health coordinator)	A-G
$51,236 (Janitorial Services)	A-G

ANALYSIS

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

The overall implementation of the strategies and activities is to achieve students' articulated goal of academic achievement, high expectations, and character development with core curriculum, effective lesson plans with targeted learning objectives, independent online learning programs and state testing preparation with Lumos Learning. Additionally, to monitor student achievement Illuminate Benchmark, SRI, and SMI will support data-tracking and student progress. Professional development will increase teachers' effectiveness in teaching along with the support of TSA. The SEL curriculum along with SEL counselors will promote a positive learning environment for character development.

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

After analyzing the SPSA from the 2022-2023 school year, decided to implement additional goals and strategies to further close learning gaps by reassessing core curriculum, providing additional professional development opportunities for teachers and TSA's. We will continue to supplement board approved core curriculum with online learning programs in efforts to promote student mastery of skills. We will also continue with exposing our students to various learning opportunities and experiences by offering extracurriculars and provide students with SEL support.

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.

N/A

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	
Total Federal Funds Provided to the School from the LEA for CSI	[N/A]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

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 ($)
Federal Child Nutrition Programs	$146,402.00
Special Education, Federal	$34,304.00
All Other Federal, Including Facilities Incentive Grants Programs	
ESSER III	N/A

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

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 ($)

Subtotal of state or local funds included for this school: $ []

Total of federal, state, and/or local funds for this school: $[]

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/

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