NVUSD
NAPA VALLEY UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Addendum

Valley Oak High School

Board Approval Date: March 7, 2024

The following are changes to our SPSA for year: **2023 - 2024**

Goal # and Goal Description:	Goal #2: Students Experience Responsive, Engaging Pedagogy (SPSA pages 7-8)		
Description of Change:	Addition to VOHS are PLC Leads: hourly $74.68 + benefits = $91.12		
Funding (from):	n/a	Funding (to):	LCFF Equity Multiplier (Resource 7399)
Amount (from):	n/a	Amount (to):	$8,200
Reason for Change:	VOHS budgets are too small to allocate funding for PLC leads. The additional funds that VOHS qualified for under the Equity Multiplier due to the Free and Reduced Lunch numbers and Free and Reduced Lunch % and Stability Rates can cover said costs.		

Goal # and Goal Description:	Goal #4: Students Thrive Socially, Emotionally and Academically (SPSA pages 12-14)		
Description of Change:	Increase FTE by .2 for Valley Oak at the American Canyon to provide intervention support for all students.		
Funding (from):	n/a	Funding (to):	LCFF Equity Multiplier (Resource 7399)
Amount (from):	$0	Amount (to):	$32,300 (includes benefits)
Reason for Change:	Additional funds that VOHS qualified for under the Equity Multiplier due to the Free and Reduced Lunch numbers and Free and Reduced Lunch % and Stability Rates.		

Goal # and Goal Description:	Goal #3: Robust Communication, Community Engagement and Advocacy (SPSA pages 9-11)		
Description of Change:	Parent outreach and engagement with schoolwide activities to improve student attendance.		
Funding (from):	n/a	Funding (to):	LCFF Equity Multiplier (Resource 7399)
Amount (from):	$0	Amount (to):	$1,000
Reason for Change:	Additional funds that VOHS qualified for under the Equity Multiplier due to the Free and Reduced Lunch numbers and Free and Reduced Lunch % and Stability Rates.		

Goal # and Goal Description:	Goal #1: Student Learning, Achievement and Access: Students thrive socially, emotionally and academically (SPSA pages 3-6)		
Description of Change:	Consulting fees to increase mental health services to support implementation of Multi-Tiered Systems of Supports. The additional day will meet the needs of the students needing mental health services.		
Funding (from):	n/a	Funding (to):	LCFF Equity Multiplier (Resource 7399)
Amount (from):	n/a	Amount (to):	$15,000
Reason for Change:	Additional funds that VOHS qualified for under the Equity Multiplier due to the Free and Reduced Lunch numbers and Free and Reduced Lunch % and Stability Rates.		

Goal # and Goal Description:	Goal #4: Students Thrive Socially, Emotionally and Academically (SPSA pages 12-14)		
Description of Change:	Allocation of funding to support unhoused student supplies.		
Funding (from):	n/a	Funding (to):	LCFF Equity Multiplier (Resource 7399)
Amount (from):	n/a	Amount (to):	$1,000
Reason for Change:	Additional funds that VOHS qualified for under the Equity Multiplier due to the Free and Reduced Lunch numbers and Free and Reduced Lunch % and Stability Rates.		

Goal # and Goal Description:	Goal #1: Students Graduate College- and Career-ready (SPSA pages 3-6)		
Description of Change:	Increase Instructional Assistants to provide additional services to ensure effective implementation of Multi-Tiered Systems of Support for academic and behavioral interventions.		
Funding (from):	n/a	Funding (to):	LCFF Equity Multiplier (Resource 7399)
Amount (from):	n/a	Amount (to):	$30,000 (includes benefits)
Reason for Change:	Additional funds that VOHS qualified for under the Equity Multiplier due to the Free and Reduced Lunch numbers and Free and Reduced Lunch % and Stability Rates.		

Goal # and Goal Description:	Goal #1: Students Graduate College- and Career-ready (SPSA pages 3-6)		
Description of Change:	Students connect to post-secondary programs by being exposed to the college sites and what they offer. College visits help students better understand how the system works and how they can access it. The funds will cover transportation and teacher sub.		
Funding (from):	n/a	Funding (to):	LCFF Equity Multiplier (Resource 7399)
Amount (from):	n/a	Amount (to):	$1,400
Reason for Change:	Additional funds that VOHS qualified for under the Equity Multiplier due to the Free and Reduced Lunch numbers and Free and Reduced Lunch % and Stability Rates.		

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oak High School	28662662830149	May 18, 2023	August 10, 2023

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

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.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding students outcomes and student and parent engagement. Goals will support the school in improving State Dashboard Indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Additionally, the SPSA reflects the full WASC self-study and WASC Action Plan.

Educational Partner 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

The draft SPSA was co-developed by the Principal and site leadership team and shared with teaching staff as part of yearly review. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting. The site plan is also available to families upon request.

Resource Inequities

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

There is an equitable distribution of site funds, personnel and resources.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP/Site Goal 1

Students Graduate College- and Career-ready

Identified Need

VOHS has identified a need to continue with the PLC process that will help with collaboration, identification, implementation and evaluation of best practices that support students progress towards increasing proficiency in reading and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	18.7% of the students score At/Above benchmark	Increase the school-wide performance by 5% of students enrolled 90-days or more in each STAR reading benchmark (Intervention, On Watch and Urgent Intervention), including EL's.
STAR Math	0% of students score At/Above benchmark	Increase the school-wide performance by 5% students of students enrolled 90-days or more in each of the STAR math benchmarks Intervention, On Watch and Urgent Intervention) including EL's.

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 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Activities

WASC Goal #1 & #2: Staff will utilize student data (STAR math/reading and writing) outcomes for all students and subgroups to inform lesson, project design and interventions.
1. PLC teams will review NVUSD ELA and Math priority standards and identify the high leverage standards to build consistency across content areas during early release PLC Wednesdays.
2. The Leadership Team will review student data to inform decision making. PLCs will become trained in and use data-informed practices to improve instruction, additional data needed and tools to close academic gaps, including tutoring.
3. We will continue to refine and implement synched learning outcomes, using a common language, that supports equity and alignment in grading practices.

4. Staff will attend site and District base professional development as part of the early release calendar in addition to participating in conference, especially those that are directly alighted with Diversity, Equity and Inclusion.
5. In addition to the daily work and monitoring, throughout FIA self-evaluation, the committee determined that a strong focus needs to be added to the Multi-tiered System of Support to ensure that students are receiving high leverage tier I, tier II and III instructional intervention on a timely basis.
6. Interventions will be provided on a weekly basis on Mondays for each of the three classes and will be embedded within the instructional day as part of the RtI period.
7. Instructional Aides will support in classes with highest number of students in key subgroups.
8. Additional student services will be provided by a .40 counseling FTE.

Content Specific Strategies
ELA/Social Studies:
1. There will be a focus on providing structured writing supports such as model paragraphs, basic writing skills, peer feedback, scaffolds, review of writing rubric, student self-assessment, guided reading, Cornell notes, etc.
2. The English PLC will lead the work in identifying the school-wide writing assessment prompt and resources, calibration and scoring.
3. English 238 Senior Seminar Course will focus on assisting 12th grade students with career and college readiness skills.
4. Teacher representatives will continue to participate in District and site level Communities of Practice, planning and training on instructional practices.

Math:
1. Math teachers will participate in training and coaching to support the implementation of the newly adopted math curricular resource.
2. Math teachers will continue to attend PD offered in math at the District, County and outside PD.
3. The Math Leads will continue to participate and collaborate with District Math Committees focused on the NVUSD Math Strategic Plan.
4. Math teachers will continue to refine and implement learning intentions, using a common language, that supports equity and alignment in grading practices
5. Administration will continue to purchase necessary equipment, licenses and instructional supplies to support math C-STEM classes in order to engage students in real-world application of algebra.

Science teachers will continue to implement new science NGSS curriculum and participate in trainings provided both at the district level and outside.

VPA teachers will engage in professional development and utilize instructional supplies for CTE classes.

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)
4,000	0003 - Supplemental

64,000	3010 – Title 1
3,054	0000 – No Reporting Requirements
8,600	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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

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

Teachers continue to focus on reading and writing strategies in their daily assignments. Overall there was no overall decrease of students in the "not-met" performance in STAR math from fall to the winter administration. In STAR Reading there was an increase of 13.6% of students in the "on-watch" with a reduction of 3.8% in the "at or above" strand. English Learners had the largest decrease of 52.7% in STAR Reading in "Urgent Intervention" from Fall 22 to Winter 22. In addition, they scored at 23.6% in both "met" and "on-watch". In STAR math the results in "met" increased by 21.6% and "on-watch by 20.5%. There was a reduction of 41.3% of students scoring "urgent" from Fall 22 to Winter 23 administration. Math teachers continuously work to align their practices and create vertical learning on specific concepts to better support the academic needs in math. The pandemic is still a big part of the challenge as students are trying to get back some of the basic math skills needed to succeed.

ELPAC: The data across the board show that the majority of our ELs continue to score at Level 2 with 45.45% of the students; while Level 1 at 22.73% and level 3 at 25% and Level 4 at 6.82%. In the sub-categories, the majority of the students score at Level 3 in Oral Language (43.18%); In Written Language, 45.45% score at Level 2; In Reading 56.82% scored at Level 1; In Writing and Listening they scored at "Moderate" 72.73%; and Speaking 68.18% scored at "Well Developed".

SBA: The CAASPP data continues to inform us that students are not meeting the passing standard in both ELA and Math at high levels. In 21-22 we had 13% met proficiency in ELA and none in math. The ELA Overall indicates that 11.6% of the students met the standard while 28.33% nearly met it and 58.33% did not met standard. In Math; 100% of the students did not meet standard.

10,000 Degrees and our partner, Fabiola, met with 60 seniors to assist them with Financial Aid and the majority of those students either completed and filed either the Dream Act or the FAFSA and the others are almost finished with the financial aid application.

Wellness Program Data:
The pre-intervention and referral for intervention is an ongoing learning process at Valley Oak. Teachers are still working on finding time to enter the necessary steps before referring students to the MTSS team.
165 Students were referred via the Pre-Intervention process from teachers.
Our community partners continue to see students for Tier III interventions: 140 students have been provided with one: one supports this academic year thus far. In addition 12 participate in the Mariposa Youth Empowerment group.

Part of the Wellness Program this year has been the addition of the Attendance Committee made up the Assistant Principal, Social Worker, Community Liaison and Attendance Secretary. Through their work, they have been able to reduce truancies on a monthly basis by over 16% each month. The school was recognized for the work at one of the Board meetings.

SWIFT-FIA Committee included: Maria Cisneros - Principal, Sonia Ortega - Social Worker, Sharla Seaman - Teacher, Dr. Corinne Gomez - Psychologist, Lisa Ebling - Nurse, Erin Reilly - Resource Teacher, Evrim Cakir - Teacher, and Stefanie LaMarca - Counselor

The full-time Parent Liaison will assist with support in the following areas: Total Enrollment, Chronic Absenteeism, Unduplicated FRPL Counts, English Learners and Spanish Speaking Families. This position will also assist with Home Visits, as needed.

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

The goal for 2023-2024 is to continue to support staff and students with the pentamester schedule. Unfortunately, due to great results over the last two year, VOHS will no longer receive additional funding to continue the work that helped with many of the increases. While this is a celebration it is also difficult because the resources will be cut. Regardless, the team will continue the work with MTSS and teachers to submit the pre-intervention documentation. The goal is to continue to strengthen the Wellness Program and Community Partners.

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.

The changes moving forward is to continue to work with the PLC's as we define and implement the priority standards and success criteria in both English and Math. This will help better align our practices and provide targeted PD for teachers on what is expected. These changes can be found throughout the goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP/Site Goal 2

Students Experience Responsive, Engaging Pedagogy

Identified Need

There is a need to identify and implement tier I instructional practices that help student academic growth in one year's time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased completion of student work with higher level thinking skills.	Teacher/peer feedback on student work	Students responses reflect integration of teacher/peer feedback.

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 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Activities

PLCs continue to work on calibrating and analyzing student work:
1. Teachers will work collaboratively to plan and implement tier I schoolwide academic intervention/supports
2. Professional development will be provided on effective feedback and ways to encourage students to use the feedback to improve their skills. Teachers will be provided release time.
3. We will incorporate guided reading notes, close-reading, academic vocabulary development and Cornell notes.
4. Student Data review will be ongoing and supported by site Admin and MTSS Lead (MTSS Data and Pyramid Data and Academic Data).
5. Students will be provided with additional supports during Monday's RtI.

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)
1,000	0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

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

Teachers piloted two grading practices, one was Scale 1-4 and 50% base. The goal is for better alignment with grading practices in order for students to understand how they are assessed.

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

The funding was critical to our success. The CSI funds afforded us the opportunity to hire an additional Instructional Aid and additional .20 FTE to provide interventions/credit recovery at the American Canyon program. In the 2022-2023 school year, VOHS adopted a new bell schedule that has five 7-week grading periods. Students take three classes per grading period and have the option of taking CyberHigh classes during the regular day if there is a conflict in their schedule or the classes are full. The grade analysis show a 10% - 15% increase in C's or higher for the last 4-pentamensters. In addition, we incorporated an attendance tracker for students to keep track of their attendance rates since their attendance is connected to the credits earned per class. An outcome that we see is more early graduates. So far we have 77 early graduates. There are another 60 students as potential grads in June. The staff and students were surveyed regarding the schedule. Both parties indicated that the 7-week pace is fast. Although it was fast both indicated that they liked being in the same class every day. It is easier to keep track of class and easier to catch up when students are absent. After a number of staff meetings reviewing the pluses and deltas, the staff decided to keep the pentamester schedule for another year. "I believe this new schedule makes it easier on students who struggle with so many classes, there's more time for engagement in the classroom with teachers."

Incorporated within the schedule is the weekly RtI period for every class. Every Monday, teachers have 45 minutes of RtI time to re-teach, support, or to allow student to finish incomplete work.

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.

The changes will focus on one year's growth in one year's time by implementing tier I instructional strategies for all students. Since we no longer have CSI funds, the loss of the instructional aid will be greatly felt. The focus will be on RtI as needed. The changes can be found in Goals 1 and 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

There is a need to increase parental involvement in school governance with a focus to strengthen the in-school partnership to increase student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey and Feedback	Parents are hesitant to transfer students to VOHS due to a misunderstanding of the program.	Students are transferred as soon as they get behind in credits.

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 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Activities

WASC Goal #3: Increase the number of parents actively participating in school-wide governance.
1. Identify parents or volunteers to work with Community Liaison to administer a needs assessment
2. Recruit parents that are willing to serve on School Site Council, ELAC, and Coffee with the Principal
3. Establish a Parent Advisory Group to assist site Administration with parent engagement topics of interest and be more actively engaged in determining site goals based on district priorities
4. Highlight parent engagement in the weekly digital bulletin
5. Host on-campus events based on parent/community needs assessment both academic and non-academic
6. All schools, students, and families will receive timely information on meetings, surveys, and celebrations via District and site platforms, services and events.

Improve transfer process from comprehensive schools to Valley Oak
1) Ensure information on alternative education is available for parent education as on option
2) Support parent understanding and engagement in the success of their student.
3) Increase graduation rates by engaging parents and students in their academic plans, including timely transitions from comprehensive schools to VOHS
4) Sites are provided with a master schedule of orientation dates and ensure all students attend an orientation to learn about Valley Oak and its services.

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)
2,220	0003 - Supplemental
623.28	3010 – Title 1

Strategy 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students that are credit deficient will receive timely Valley Oak information from their home school.

Activities

We will continue to improve our partnership with counselors and other education professionals that recommend transfer to Valley Oak:
1. Promote early referral to Valley Oak
2. Staff communication with high school counselors every 6 weeks before the upcoming orientation/intake of new students
3. Host an educational breakfast for counselors from middle and high schools to promote awareness of the Valley Oak program
4. School profile will include links to student testimonials
5. Articulate clear transfer criteria
6. Hold informational orientations that include campus tours
*7. Invite student/family to welcome orientations

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

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

VOHS continues to focus on parent engagement. VOHS will continue with this goal for the 2023-2024 school year. In addition, we will continue to engage with the comprehensive schools to refer students to Valley Oak earlier in their academic years. The struggle continues with most students being referred their junior year and students are severely behind in mathematics. Students needing three years of math in a year and a half is very difficult because they need time to learn the material to be able to succeed in upper level classes.

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

The budget for parent communication is sufficient.

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.

Moving forward, we will continue with the same goal for parent outreach and transitions from comprehensive sites to VOHS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP/Site Goal 4

Students Thrive Socially, Emotionally and Academically

Identified Need

Development and implementation of student focus on Youth Empowerment Programs and targeted academic interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Health Kids Survey Data	The 2022 CHKS data outcome indicates that 43% of students experience chronic sadness or hopelessness and 38% of the students said that they experience social distress	10% decrease in students responding that they experience chronic sadness or hopelessness
Grade Data	Reduce the number of F's (16.5% average from 4-pentamesters) 62% of students are receiving a C- or better	10% increase of the grades received will be C- or higher by the end of the year
Grade Data	Reduce the number of D's (19.5% average from 4-pentamesters) 62% of students are receiving a C- or better	10% increase of the grades received will be C- or higher by the end of the year

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 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students needing support will be offered the services through our MTSS Team, self-referrals and teacher recommendations

Activities

WASC Goal #2c: Provide timely academic, SEL and attendance support for all students

1. Principal, Social Worker and IA will participate in curriculum training on Joven Noble (curriculum focused on empowering young men). Following training, we will offer Young Men Empowerment Groups throughout the year. We will work with community partners to help develop Youth Empowerment Program.
2. All staff will participate in trauma-informed professional development.
2. Instructional aides (IAs) will be placed with our ELs and students with 504s in class to support. IAs will meet with each of the teachers they are assigned to and will share their lesson plans and expectations during instruction. There will be targeted professional development provided for the IAs as the training becomes available. IAs will support both student and teacher by calling home if the student is absent. When and if additional funding is available, we will hire additional Instructional Aids to provide direct support in the classrooms.
3. We will continue to improve articulation with comprehensive high schools to help better identify students promptly and transition them to VOHS. Once enrolled, we will provide additional staffing to support credit recovery as necessary. Students will have RtI weekly support by a period in every class. Student will be assigned intervention hour time for further support, if needed.
5. We will establish a speaker series for students that focuses on wellness and personal safety.
6. Administration and student services will continue to explore ways to increase attendance and decrease tardies. The Community Parent Liaison will follow up with students not attending school. We will schedule home visits as needed and offer community resources to families as needed.

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)
3,000	0003 - Supplemental
3,000	0000 – No Reporting Requirements
602	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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

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

Instructional Aids had a critical role as we returned to in-person learning in the 2021-2022 school year. They continue to play a critical role throughout the campus, especially as we focused on welcoming routines within the classrooms as part of our Ecosystems of Carino. They played a key role in supporting students during instruction daily. Their role included both academic and socio/emotional support. Often, they were able to share critical resources and provide information to our Student Services Team. In addition, all students and staff received QPR Suicide Prevention training through the Wellness Conference, as well as dealing with stress and anxiety. The focus

was on supporting students with anxiety and depression along with social-emotional learning and teaching. The training was well received and strategies learned were implemented in the classroom. The consultant was also very helpful during our Wellness Student Fair. She presented to the students coping strategies along with additional resources. The students welcomed the information. Her workshop got the highest interest marks. Student statement from the Wellness Fair Evaluation:

- "I learned that it's okay to feel because if we don't allow ourselves to feel, we just put ourselves in worse positions. I also learned compassion because even tho somebody has a smile on their face does not mean they are happy so that's why you have to have compassion. I also learned that we are forced to grow up quickly because of our experiences."
- "I learned that I should stop and evaluate how I feel before I get mad."
- "Your not alone. your teachers care about you. you can talk to someone if you feel alone."

The CHKS survey continues to indicate the high level of anxiety and depression our students experience. The staff are witness to such challenges in the classroom and school-wide. The efforts put forth to address the issues helped tremendously but the pandemic has created a different level of mental health needs for students who traditionally do not seek out services. As mentioned in the metrics, students outcomes show that over 20% of students are feeling some sort of emotional distress. The data outcomes from the survey indicate an increase of vaping with 23% of the vaping tobacco based products. The SDQ data also supports the HKS data regarding mental health challenges.

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

The welcome routines were integrated by teachers. There was no funding needing to carry out this goal.

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.

The goal for 2023-2024 will be focused on Youth Empowerment and targeted academic interventions. VOHS will focus on building student resilience, efficacy and integration of academic feedback. These goal can be found throughout the SPSA.

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$90,099.28

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 ($)

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 ($)
0000 – No Reporting Requirements	$15,256.00
0003 - Supplemental	$10,220.00
3010 – Title 1	$64,623.28

Subtotal of state or local funds included for this school: $90,099.28

Total of federal, state, and/or local funds for this school: $90,099.28

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Maria Cisneros	Principal
Rafael Garcia Avila	Classroom Teacher
Rosy Espitia	Other School Staff
Kristina Beaulac	Parent or Community Member
Julie Lovie - alternate	Classroom Teacher
Aaliyah Hampton	Secondary Student
Open Seat	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 18, 2023.

Attested:

	Principal, Maria Cisneros on May 18, 2023
	SSC Chairperson, Rafael Garcia Avila on May 18, 2023

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: Linked Table of Contents

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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