

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
New Technology High School	28662662830015	May 30, 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

Additional Targeted Support and Improvement

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, English Learners are experiencing higher rates of suspension. This plan will address ways to improve our school and student outcomes for English Learners based on doing a needs assessment and identifying resource inequities.

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.

New Technology High School is a non-resident public school of choice that uses Project Based Learning in all subjects and all classrooms to prepare students for college, career, and beyond. New Technology High School opened in 1996 and is the flagship school of the New Tech Network. The New Tech Network supports more than 200 K-12 schools nationwide and in Australia. New Technology High School meets the ESSA requirements in alignment with NVUSD's LCAP and Strategic Plan by making sure that all students have access to real-world, relevant learning

opportunities that build skills such as collaboration, critical thinking, and communication. The culture of New Technology High School is student-centered and built on the motto of Trust, Respect, and Responsibility. All students at New Technology High School have access to high-quality instructional experiences, holistic support, and research-based instructional practices. All students at New Tech High complete a minimum of 3 (three semester unit) UC/CSU transferable classes and complete a 50-60 hour industry internship as a part of their graduation requirements.

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

This SPSA reflects the full WASC self-study that was conducted during the 2019/2020 school year, and the WASC Action Plan that received a full 6-year accreditation in the Fall of 2020. There is a WASC mid-cycle review planned for Spring 2024. The full Self-Study and Action Plan were co-created by the New Tech High administration, leadership team, and teachers, with input from the parent and student community. The action plan was written to align with the NVUSD Strategic Plan and LCAP.

Resource Inequities

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

English Learners are experiencing higher rates of suspension. This plan will address ways to improve our school and student outcomes for English Learners based on doing a needs assessment and identifying resource inequities.

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

Staff and students identified the need to strengthen college-going culture by creating embedded college and career readiness supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion	<p>Class of 2021: 53.4%</p> <p>Class of 2022: 50%</p> <p>Class of 2023: 65% (based on current second-semester grades)</p>	<p>Increase the A-G rate in all subgroups by at least 3% by the 2024/2025 school year. Maintain overall A-G rate of 65% or more by the 2024/2025 school year.</p>
New Tech Network School Culture Survey	<p>Fall of 2022: 91.4% of students report feeling prepared for college and career</p>	<p>Maintain a baseline of 90% of students who report feeling prepared for college and career.</p>
Star Math Data - Spring 2023	<p>Class of 2023 All students: 11.5% met or exceeded Hispanic students: 5% met or exceeded</p> <p>Class of 2024 All students: 10.8% met or exceeded Hispanic students: 6.9% met or exceeded</p> <p>Class of 2025 All students: 16.3% met or exceeded Hispanic students: 12.5% met or exceeded</p> <p>Class of 2026 All students: 5.8% met or exceeded</p>	<p>Increase the overall percentage of proficient students in each grade level by 10%</p> <p>Increase the percentage of proficient Hispanic students in each grade level by 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic students: 4.6% met or exceeded	
College and Career Readiness Indicator	Class of 2019 - 53.6% prepared Class of 2020 - 58.8% prepared Class of 2023 - 61.2% prepared	Increase the number of students who are prepared to 70% by increasing the number of students who successfully complete college credit courses with a C- or higher.
STAR ELA Data - Spring 2023	Class of 2023 All students: 58.1% met or exceeded Hispanic students: 49% met or exceeded Class of 2024 All students: 57% met or exceeded Hispanic students: 41.7% met or exceeded Class of 2025 All students: 57.8% met or exceeded Hispanic students: 38% met or exceeded Class of 2026 All students: 49.5% met or exceeded Hispanic students: 36.8% met or exceeded	Increase the overall percentage of proficient students by 3% Increase the percentage of proficient Hispanic students by 5%
Internship Completion Data	Class of 2023 96.3% of graduating students completed Internship requirements on time (June 1, 2023) 61% of graduating students completed traditional internships. 245.3% of graduating students completed alternate internships.	Increase the overall percentage of Internship completion to 100%. Clearly define alternate internships into three categories.

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

ELA teachers will use STAR assessment and ELPAC data to inform project planning and to drive targeted student interventions. Teachers will participate in release time, project planning time, PLC activities, and learning walks each semester to build this skill, plan, implement, and reflect on student outcomes. (WASC 1A.3 , 2A.1, 2B.2)

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)

2,500

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Math teachers will participate in professional development to implement the NVUSD math framework and new instructional materials adoption. Math staff will align Problem-Based Learning practices to the newly adopted curriculum and connect with New Tech Network math communities of practice. STAR assessment data and ELPAC scores will be used to inform instructional practices that will increase student performance in Concepts and Procedures in Math. Math teachers will implement common assessments and analyze data. (WASC 3A.1, 3A.3, 3B.1)

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)

Strategy 3

Students to be Served by this Strategy/Activity

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

All students

Activities

Release time will be provided for math teachers to participate in New Tech Network math workshops, NVUSD district workshops, coaching, and collaborative planning using math STAR data, ELPAC data and common assessments. (WASC 3A.1, 3A.3, 3B.1)

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)
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Strategy 4

Students to be Served by this Strategy/Activity

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

All students

Activities

Staff, in collaboration with Napa Valley College, will begin to design an Early College Program at NTHS with the intention of enrolling the first class of students in August 2024. Staff will engage in the development of the vision, 4-year sequence, course design, student counseling support, and marketing/branding development.

The MCEC Grant Allocation will provide additional funding for the implementation of the Early College Program.

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)
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13,451

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.

During the 2022/2023 school year, we took steps to make sure we were prepared to make progress in the 2023/2024 school year, the following steps were taken:

- PLC work time for teachers to become more familiar with STAR assessments, data reports, and creating next steps from analysis of reports to inform instruction.

- PLC work time for teachers to update curriculum maps with identified power standards for the 2023/2024 school year. These maps will inform targeted intervention planning.
- Adopting a district-led Learning Sprint model across all contents.
- Student and family education, webinars, office hours, and in-the-moment support on the dual enrollment process.
- Staff calibration and alignment on dual enrollment.
- Focused collaboration with Dual Enrollment coordinator leading to the development of the NVC student ambassador program and CCAP classes in 2023/2024 for the first time.
- Increased participation and networking with Internships.
- College/Career counseling through a contract with Heidi Hamler College Consulting. The focus was on 12th-grade students in the Fall and 11th-grade students in the Spring.
- College and career field trips.
- Student and family education on UC/CSU A-G requirements.
- Partnering with Design for Emergence to reimagine New Tech High's vision/mission and opportunities for future programming.

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

During the 2022/2023 school year it was difficult to find release time opportunities for teachers consistently to specifically support PBL planning and consistency across all contents. This school year also presented with major challenges around staffin loss. Funds that had been allocated for substitute teachers to support this goal were reallocated to community outreach, recruitment, communication, and substitute staff members.

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.

Additional metrics and strategies have been added to this goal. ELPAC data will be added.

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

Staff have identified the need to alignment of staff Project Based Learning practices as a way to deepen our ability to support and evaluate student learning, use student data to inform instruction and project planning to increase student academic outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math Data - Spring 2023	<p>Class of 2023 All students: 11.5% met or exceeded Hispanic students: 5% met or exceeded</p> <p>Class of 2024 All students: 10.8% met or exceeded Hispanic students: 6.9% met or exceeded</p> <p>Class of 2025 All students: 16.3% met or exceeded Hispanic students: 12.5% met or exceeded</p> <p>Class of 2026 All students: 5.8% met or exceeded Hispanic students: 4.6% met or exceeded</p>	<p>Increase the overall percentage of proficient students in each grade level by 3%</p> <p>Increase the percentage of proficient Hispanic students in each grade level by 5%</p>
STAR ELA Data - Spring 2023	<p>Class of 2023 All students: 58.1% met or exceeded Hispanic students: 49% met or exceeded</p> <p>Class of 2024 All students: 57% met or exceeded</p>	<p>Increase the overall percentage of proficient students by 3%</p> <p>Increase the percentage of proficient Hispanic students by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Hispanic students: 41.7% met or exceeded</p> <p>Class of 2025 All students: 57.8% met or exceeded Hispanic students: 38% met or exceeded</p> <p>Class of 2026 All students: 49.5% met or exceeded Hispanic students: 36.8% met or exceeded</p>	
Fall Semester 2022 D/F Data	<p>One D or F: 8%</p> <p>More than one D or F: 23%</p> <p>All Ds and/or Fs: 5%</p>	<p>Reduce the number of students with one D or F to below 5%</p> <p>Reduce the number of students who have more than one D and/or F to below 15%</p> <p>Reduce the number of students who have all D's and/or Fs to 2%</p>
New Tech Network School Culture Survey	Fall of 2022 65% of students report feeling that their projects are move to the "transfer" phase.	Increase the overall percentage of students reporting skills in the "transfer" phase to 80%.
D/F Meeting Followup Fall 2022, Winter 2023, Spring 2023	<p>Fall 2022 - Met with 15% of school families.</p> <p>Winter 2023 - Met with 21% of school families.</p> <p>Spring 2023 - Met with 12% of school families.</p>	Decrease the need for for D/F Parent Meetings by 10% schoolwide.

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 5

Students to be Served by this Strategy/Activity

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

All students, Hispanic students, low socioeconomic students, special education students, multi-lingual learners

Activities

Instructional Focus: Coaching will focus on implementing research-based instructional practices within the context of Project Based Learning through the services of the Center For Excellence Director. The administration and leadership team will create a professional learning plan for the 2023/2024 school year to implement strategies and measure student growth. Professional Learning plans will be supported through student growth and will be based on content department goals using baseline STAR testing data. This plan will specifically focus on PBL coaching based on experience and need. (WASC 2A.1, 2B.2, 2B.3)

This service is being paid for through the memorandum of understanding with the Center for Excellence Director as a coach.

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)

3,609

0000 – No Reporting Requirements

Strategy 6

Students to be Served by this Strategy/Activity

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

All students, Hispanic students, low socioeconomic students, special education students, multi-lingual learners

Activities

Support for Grading for Equity: Professional development will be provided by multiple expert staff members to support the implementation of the equitable grading practices in the context of a skills/learning outcome model. Additional support will be given from the New Tech Network Center for Excellence, and through partnerships with multiple NTN schools and early-college programs. (WASC 2B.3)

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.

During the 2022/2023 school year, we took steps to make sure we were prepared to make progress in the 2023/2024 school year, the following steps were taken:

- Staff process to identify all grading practices within the school and collaboration around finding common and research-based practices.
- Staff process to identify different learning outcome percentages within the school and collaboration around staff agreements in using them.
- PLC work time for teachers to become familiar with STAR assessments, data reports, and analysis growth.
- PLC work time for teachers to create new curriculum maps with identified power standards for the 2023/2024 school year. These maps will inform targeted intervention planning and specific instructional support levels.
- Instructional focus through the support of the Center for Excellence Director. Plan was to begin with the teacher leader team and spread out to the rest of the teaching community.
- Bell schedule redesign to include a specific time for direct interventions (Tier 2/Tier 3) focus, more teacher collaboration outside of PLC time, and more time for community events in the 2023/2024 school year.

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

During the 2022/2023 school year it was difficult to find release time opportunities for teachers consistently to specifically support PBL planning and consistency across all contents. This school year also presented with major challenges around staffing loss. Funds that had been allocated for substitute teachers to support this goal were reallocated to community outreach, recruitment, communication, and substitute staff members.

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.

Strategies to support this goal have been narrowed to focus on alignment and calibration of instructional practices connected to best practices for PBL.

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 for regular communication to all families and students, clear message, and engagement of Spanish speaking families. English Learners are experiencing higher rates of suspension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC	2022/2023 School Year ELAC met the required number of meeting times for compliance (In Person and Virtual)	Participation and support in ELAC are reflective of 28% of the respective parent populations.
Parent Echo LMS use	2021/2022 School Year Less than 10% of parents reported using Echo LMS to support student engagement and participation 2022/2023 School Year 30% of parents reported using Echo LMS to support student engagement and participation	Parents will continue to engage access and engage in Echo LMS training and support, and will use Echo to track student progress. Parent Echo workshops will be held moving forward.
Parent/Student Engagement Events	2022/2023 School Year 10 school events were held during the school year that supported multi-lingual families.	More than 5 school events will be held that support families of English Learners with interpretation provided.

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)

English Learners

Activities

Staff will form and provide training to the ELAC elected officers. Staff will partner with ELAC officers to continue to recruit families. Further support will be provided by the parent/community liaison. (WASC 1A.2)

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)

7,495

0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Echo LMS: Accounts will be created for all new families, Echo LMS orientation will be provided to all new families, and refresher resources and parent best practices will be shared with all returning families. (WASC 2A.2)

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)

2,035

0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

All Students

Activities

Administration will re-engage in the NTN Coaching Cycle. The administration will engage with other New Tech Network school leaders to build skills around community outreach and family engagement. (WASC 2A.2, 1A.1, 1A.6)

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)

10,000

0003 - Supplemental

Strategy 4

Students to be Served by this Strategy/Activity

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

All Students

Activities

Community Building/Project:

- We will provide continued services to better understand and engage the New Tech High parent audience and to educate and reach families who are interested in attending New Tech High. This will include alignment of New Tech High messaging to the NVUSD message and brand, and the development of clear communication to articulate the goals and values of the school and program.
- Students will participate in student-led community and school project development.
- There are structured community service and school service times built into the school week and progress report periods.

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)

2,000

Source(s)

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.

This past school year we were able to interact with and engage parents through both an in-person and virtual environment. As a community we organized 10 school events, building on our growth from last school year. We intentionally prioritized support from our parent/community liaison to reach our English Learner families. The implementation of this goal will build on the momentum of the 2022/2023 school year continuing to add more in-person events for families. By offering virtual and in-person opportunities for engagement an increased number of families will access resources. Recruitment and marketing events at the local middle schools were also successful.

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

During the 2022/2023 school year funds that had been allocated for substitute teachers were reallocated to community outreach and communication. This allowed us to better understand the needs of our families, improve our communication, and clarify our message.

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 2022-2023 SPSA outlined a goal of increased engagement of Spanish-speaking families through events and outreach. These events became more viable, through the engagement of Spanish-speaking families, by offering all of our webinar sessions in English and Spanish, both in-person and virtual.

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

All students will have increased opportunities to make connections in the school community with specific attention to English Learners as they are experiencing higher rates of suspension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Echo LMS use	Echo LMS Data All students have an Echo account and have been trained on usage and functionality.	Students will access and engage in Echo LMS training and support, and will use Echo to track progress towards learning targets.
Fall Semester 2022 D/F Data	One D or F: 8% More than one D or F: 23% All Ds and/or Fs: 5%	Reduce the number of students with one D or F to below 5% Reduce the number of students who have more than one D and/or F to below 15% Reduce the number of students who have all D's and/or Fs to 2%
Fall Semester 2022 - New Tech Network School Culture Survey Data	School Connectedness: 96.0% Positive Learning Experiences: 98.3% Understands Rules and Discipline: 88.8% Positive Peer Relationships: 94.3% Positive Adult Relationships: 95.8%	Maintain levels of school connectedness Increase positive response in all other categories to over 95%
California Dashboard Data - 2022	Baseline 2022 % suspended at least one day EL - 12.9%	Reduce suspension reate by 50% for EL students.

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

Echo LMS Teacher Licenses: Teachers will continue to utilize the Echo LMS to provide academic feedback and grade monitoring for students. (WASC 2A.2)

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)

12,532

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

Staff will engage in Positive Behavior Intervention and Support training with IIRP.

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)

Strategy 3

Students to be Served by this Strategy/Activity

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

All students

Activities

Partnerships: We will continue partnerships with NEWS, Mentis, and Aldea as well as form new partnerships to support student wellness needs.

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)

Strategy 4

Students to be Served by this Strategy/Activity

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

All students with specific attention to English Learners

Activities

Academic Intervention Support:

- Identify support coordinator to partner with the MTSS team to provide Tier 2/3 academic interventions.
- Staff professional development will be provided by the Multilingual Learner Lead.
- Staff will focus on literacy and language comprehension strategies. Progress will be monitored through PLCs and the use of learning sprints.

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.

It was determined through NTHS community feedback (teachers, students, parents) that more administrative presence with campus supervision was required, which was a focus for the new administration team this school year. Campus Supervision official roles were a challenge due to absences.

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

We explored partnerships to provide SEL curriculum, including Peace in Schools mindfulness initiative. We will move forward with a Peace in Schools MOU.

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.

More administrative presence is required to support campus supervision needs. Changes to the goals were made to provide more targeted support to English Learners based on ATSI data.

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	\$53,622.00

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 (\$)
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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	\$34,092.00
0003 - Supplemental	\$19,530.00

Subtotal of state or local funds included for this school: \$53,622.00

Total of federal, state, and/or local funds for this school: \$53,622.00

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
- 4 Classroom Teachers
- 3 Other School Staff
- 1 Parent or Community Members
- 6 Secondary Students

Name of Members	Role
Abhinav Dev	Principal
DeeDee Lowery	Other School Staff
Andrew Biggs	Other School Staff
SuzAnne Wilson-Regalia	Classroom Teacher
Emmi Peters	Secondary Student
Eli Perata	Secondary Student
Dafne Romero	Secondary Student
Alexa Briseño	Secondary Student
Emmi Peters	Secondary Student
Lourdes Lopez	Secondary Student
Danielle Molinari	Classroom Teacher
Janice Peters	Parent or Community Member
Lisa Gottfried	Classroom Teacher
Open Seat	Classroom Teacher
Open Seat	Other School Staff

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
	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 05/30/2023.

Attested:

	Principal, Abhinav Dev on 05/30/2023
	SSC Chairperson, Lourdes Lopez on 05/30/2023

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.

[Educational Partner 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.

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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