School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Miramonte High School	07 61630 0734244	April 27, 2026	May 6, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Miramonte High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Miramonte High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

Miramonte High School's School Plan for Student Achievement will guide the school's efforts at continuous school improvement. The goals and strategies outlined in this SPSA align with the goals and strategies of the Local Control Accountability Plan of the Acalanes Union High School District, and this alignment will foster targeted, effective, and sustainable school improvement efforts.

Educational Partner Involvement

How, when, and with whom did Miramonte High 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

Miramonte High School partnered with students, staff, and parents as part of the planning process for this School Plan for Student Achievement (SPSA) annual review and update. The primary mechanism was via Site Advisory Council meetings. Site Advisory Council is made up of 16 total members: 1 Administrator; 5 Certificated Staff; 2 Classified Staff; 4 Students; 4 Parents. The Council has met on the following dates this school year: November 17, 2025, December 15, 2025, January 26, 2026, February 23, 2026, March 23, 2026, and April 27, 2026.

During these meetings, the Council reviewed and discussed data, goals, and action steps, as well as other schoolwide initiatives, plans, and goals. Besides Site Advisory Council, this SPSA development process included feedback opportunities from Miramonte Classified and Certificated Staff, the Miramonte Instructional Council (Department and Program Chairpersons and Leads), Student Leadership, and the Miramonte Parents' Club and general parent community.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Miramonte High School's Students with Disabilities scored within the "Yellow" (improved from "Red" in 2024) indicator on the Mathematics and English Language Arts Smarter Balanced Assessments. In response, Miramonte has adopted a co-teaching model in foundational math classes, where two certificated teachers provide collaborative instruction and academic support. Additionally, the school has strengthened targeted interventions, such as Peer Tutoring and Academy sessions, by assigning a Teacher on Special Assignment to focus on intervention strategies.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Programs, Teaching, Learning, and Academic Support
Miramonte High School will ensure that all educational partners are accountable for every learner having full access to quality education, challenging curriculum, and appropriate support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High Quality Programs).
Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (Access and Equity).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Miramonte students with disabilities perform at substantially lower rates than their peers on the Smarter Balanced Assessments in English Language Arts and Math and have higher rates of earning one or more semester grades below a C-. Students with disabilities also graduate at lower rates than their peers, and fewer graduates with disabilities complete the UC/CSU A-G course requirements.

In previous SPSA and WASC action plans, Miramonte has taken steps to address these gaps by implementing a liaison system between special education and general education, implementing collaborative teaching models, and engaging in targeted intervention and support for students with disabilities. By engaging in curriculum collaboration, Miramonte educators have been identifying essential standards and organizing their curriculum to ensure access to all students' success, including students with disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	84.9% (Spring 2023)	87.68% (Spring 2024)	90.0% (Spring 2025)	90% (Spring 2026)
SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of	69.8% (Spring 2023)	72.72% (Spring 2024)	78% (Spring 2025)	80% (Spring 2026)

students achieving "Standard Met" or "Standard Exceeded"				
SEMESTER ACHIEVEMENT GRADES: Percent of all students earning one or more semester grades below a "C"	9.1% (2022-2023 School Year)	7.9% (2023-2024 School Year)	8.10% (2024-2025 School Year)	7% (2025-2026 School Year)
SEMESTER ACHIEVEMENT GRADES: Percent of students with an indentified disability earning one or more semester grades below a "C"	34.2% (2022-2023 School Year)	32.5% (2023-2024 School Year)	31.10% (2024-2025 School Year)	30% (2025-2026 School Year)
COLLEGE AND CAREER READINESS: Percentage of graduates completing the UC/CSU a-g course requirements	87.4% (Spring 2023)	87.1% (Spring 2024)	88.20% (Spring 2025)	90% (Spring 2026)
COLLEGE AND CAREER READINESS: Percentage of graduates with disabilities completing the UC/CSU a-g course requirements	39.3% (Spring 2023)	43.2% (Spring 2024)	32.4% (Spring 2025)	43% (Spring 2026)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy #1.1: Identify Essential Standards: What is it we want our students to know and be able to do? Activity #1: Review state standards and identify "essential standards" in each curricular team. Activity #2: Clarify what proficient student work will look like for essential standards. Activity #3: Audit courses to ensure alignment with essential standards.	All students with a specific focus on students with disabilities	102506 LCFF - Base 1000-1999: Certificated Personnel Salaries Department Chairs and Other Hourly 22800 LCFF - Base 3000-3999: Employee Benefits Department Chairs and Other Hourly
1.2	Strategy #1.2: Create and utilize common formative and summative assessments: How will we know if each student has learned it? Activity #1: Create curriculum maps, pacing guides, and syllabi. Activity #2: Create instructional practices, goals, and grading structures that align to standard mastery in the subject area.	All students with a specific focus on students with disabilities	

	Activity #3: Create lessons, projects, activities, and assessments. Activity #4: Utilize formative and summative common assessments to gather data about student proficiency towards essential standards. Activity #5: Analyze assessment data in curricular teams to determine what students need next. Activity #6: Analyze student data to inform instructional practices and make improvements where appropriate.		
1.3	Strategy #1.3: Identify students who have not reached proficiency and provide interventions based on student need: How will we respond when some students do not learn it? Activity #1: Identify students who need additional time and support to gain proficiency in an essential standard. Activity #2: Utilize Tier I Universal Interventions based on student need: Modeling, Feedback, Reteaching, Consistency, Check-ins, Scaffolding, etc. Activity #3: Utilize Tier II Targeted Interventions based on student need: Academy Tagging, Check-ins Communication with parents, counselors, and administration, etc. Activity #4: Utilize Tier III Intenvsive Interventions based on student need: Specialized Interventions.	All students with a specific focus on students with disabilities	24392 Foundation 0001-0999: Unrestricted: Locally Defined Intervention TOSA 41056 Foundation 3000-3999: Employee Benefits Intervention TOSA
1.4	Strategy #1.4: Identify students who have reached proficiency and provide extended learning opportunities: How will we extend the learning for students who have demonstrated proficiency? Activity #1: Identify which students have achieved proficiency in essential standard(s) and would benefit from extended learning opportunities. Activity #2: Provide appropriate extensions based on student need.	All students with a specific focus on students with disabilities	

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Strategy #1.1: Identify Essential Standards: What is it we want our students to know and be able to do?
Miramonte High School's Professional Learning Teams rigorously reviewed state standards (Activity #1) to determine essential standards and foster deep understanding of core learning objectives across all departments. Defining proficient student work (Activity #2) has provided teachers with clear instructional targets, leading to more focused lesson planning and assessment. The resulting course audits (Activity #3) demonstrate a significant alignment with essential standards, contributing to a more consistent and effective learning experience for students, ultimately driving improvements in student understanding and performance (evidenced by nearly 3% improvement in ELA Smarter Balanced Assessment).

Strategy #1.2: Create and utilize common formative and summative assessments: How will we know if each student has learned it?
Miramonte's Professional Learning Teams established robust curriculum maps and pacing guides, ensuring alignment with essential standards. Teams implemented formative assessments throughout the units, allowing them to track student progress in real-time. They then analyzed the collected assessment data in collaborative team meetings, identifying areas where students needed additional support. Based on this analysis, teams adjusted instructional practices and provided targeted interventions, resulting in measurable improvements in student mastery (evidenced by nearly 3% improvement in Mathematics Smarter Balanced Assessment).

Strategy #1.3: Identify students who have not reached proficiency and provide interventions based on student need: How will we respond when some students do not learn it?
Miramonte curricular teams systematically identified students who did not reach proficiency through ongoing data analysis. They implemented Tier I interventions, such as modeling and reteaching, within the standard classroom environment. When Tier I interventions were insufficient, they progressed to Tier II, which involved targeted strategies like academy tagging and increased communication. For students requiring more intensive support, staff developed and delivered individualized Tier III interventions, ensuring that each student received the necessary resources to achieve mastery (evidenced by a 1.2% decrease in students earning a D/F semester grade).

Strategy #1.4: Identify students who have reached proficiency and provide extended learning opportunities: How will we extend the learning for students who have demonstrated proficiency?
Miramonte teams diligently identified students who achieved proficiency in essential standards and demonstrated readiness for extended learning. They then provided appropriate extensions, tailored to individual student needs, which included advanced projects, independent research, and mentorship opportunities. This ensured that students who mastered the material were challenged and engaged in deeper learning experiences (evidenced by a 1% improvement in Miramonte's A-G completion rate).

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

There were no major differences between intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

n/a

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Health, Wellness, Safety, Culture, and Climate:
Miramonte High School will implement curricular, instructional, student support and communication strategies to increase student connectedness, student belonging, and foster positive academic engagement in an equitable and inclusive school environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (School Climate and Social-emotional Development).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Miramonte High School survey and focus group data reveals that not all students have high levels of belonging, connectedness, and/or academic engagement. Miramonte will focus on increasing belonging, connectedness, and academic engagement through a variety of strategies, activities, and action steps.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Expected Outcome
SCHOOL CLIMATE AND CULTURE - BELONGING: Percentage of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Pulse Survey	77% (Fall 2023)	92% (Fall 2024)	93% (Fall 2025)	95% (Fall 2026)
SCHOOL CLIMATE AND CULTURE - CONNECTEDNESS: Average of students reporting "Agree" or "Disagree" on five "School Connectedness" items; CA Healthy Kids Survey	72% 9th Grade (Fall 2023) 68% 11th Grade (Fall 2023)	No Data in 2024; To Be Updated in Fall 2025	82% 9th Grade (Fall 2025) 77% 11th Grade (Fall 2025)	85% 9th Grade (Fall 2027) 80% 11th Grade (Fall 2027)
SCHOOL CLIMATE AND CULTURE - ACADEMIC ENGAGEMENT:	28% (Spring 2022)	33% (Spring 2024)	To Be Updated Spring 2026	32% (Spring 2026)

Percentage of students indicating positive academic engagement; Stanford Survey of School Experiences				

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy #2.1: Curriculum, Course Offerings, and Academic Engagement Activity #1: Implement culturally relevant pedagogy and curriculum in all courses. Activity #2: Ensure ongoing refinement of course offerings to enable students to have a rigorous, engaging, accessible, and balanced course schedule. Activity #3: Analyze processes, systems, and policies to better support student engagement. Activity #4: Provide professional development and training around academic engagement. Activity #5: Host presentations to students and families about the wide breadth of post-secondary options, including community college. Activity #6: Hold Community College transition planning meetings with students and parents. Activity #7: Host Career Week and Career Night to help educate students about potential pathways after high school. Activity #8: Expand College and Career Center staffing to support students with individual counseling appointments.	All Students	90000 Foundation 2000-2999: Classified Personnel Salaries College and Career Counselor Extra Hours 10000 Foundation 3000-3999: Employee Benefits College and Career Counselor Extra Hours
2.2	Strategy #2.2: Health, Wellness, and Safety Activity #1: Provide training and collaboration time for teachers to implement wellness practices into their curriculum. Activity #2: Develop a "Mindful Monday" program to help students start their week in a more centered, organized, and supportive way. Activity #3: Increase seating and outdoor capacity for students in/near the Wellness Center. Activity #4: Improve gardens and other meditative gathering spaces on campus. Activity #5: Facilitate workshops around student mental health and support. Activity #6: Research needs for groups on campus to support students. Activity #7: Offer Academy sessions that support student health and well-being. Activity #8: Gather and utilize survey data from students, staff and parents to support improvements to the campus climate.	All Studnets	2000 LCFF - Base 1000-1999: Certificated Personnel Salaries BIRT Chair 470 LCFF - Base 3000-3999: Employee Benefits BIRT Chair 5000 4000-4999: Books And Supplies Wellness Center Supplies Foundation 1000-1999: Certificated Personnel Salaries Wellness Coordinator 31641 LCFF - Supplemental

	Activity #9: Analyze survey data and determine implications for designing curriculum & instructional practices that are inclusive of all students. Activity #10: Communicate to all students, staff, and parents information about survey results. Activity #11: Use Bias Incident Reporting Team (BIRT) to support students harmed by bias and exclusion. Activity #12: Use Say Something reporting system to support students who are at risk.		1000-1999: Certificated Personnel Salaries Wellness Coordinator 38835 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Wellness Intake Specialist 26198 Foundation 3000-3999: Employee Benefits Benefits Wellness Staff 37714 LCFF - Supplemental 3000-3999: Employee Benefits Benefits Wellness Staff
2.3	Strategy #2.3: Professional Development and Professional Learning Communities Activity #1: Provide professional development for staff that focuses on student, staff, and community wellness, connectedness, and belonging. Activity #2: Utilize Professional Learning Communities (PLC) collaboration on Fridays, and staff collaboration on Wednesdays to support improvements to the campus climate. Activity #3: Provide professional development and training about PLC best practices.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Strategy #2.1: Curriculum, Course Offerings, and Academic Engagement
Miramonte High School has made significant strides in implementing culturally relevant pedagogy across the curriculum to foster inclusivity and engagement. Course offerings have been continually refined to ensure rigor, accessibility, and balance, providing students with a broader range of academic and elective options. Academic engagement has been strengthened through enhanced professional development, expanded college and career counseling services, and events such as Career Week and transition planning meetings (evidenced by imrovements in positive student engagement including 3% improvement in "Purposefully Engaged" and 1% improvement in "Fully Engaged" on the Challenge Success Survey.).

Strategy #2.2: Health, Wellness, and Safety
Miramonte High School has advanced its commitment to student health, wellness, and safety by integrating wellness practices into classroom instruction and launching initiatives such as the “Mindful Monday” program to promote a positive start to the week. Physical and emotional well-being have been further supported through expanded outdoor seating, improved meditative spaces, and the facilitation of student-centered mental health workshops and Academy sessions. Data from student, staff, and parent surveys—as well as systems like BIRT and Say Something—are actively used to guide improvements in campus climate, inclusivity, and responsive instructional practices (evidenced by a 6% improvement in student belonging data).

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

There were no major differences between intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

n/a

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$432,612.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 ($)
	$5,000.00
Foundation	$191,646.00
LCFF - Base	$127,776.00
LCFF - Supplemental	$108,190.00

Subtotal of state or local funds included for this school: $432,612.00

Total of federal, state, and/or local funds for this school: $432,612.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	5,000.00
Foundation	191,646.00
LCFF - Base	127,776.00
LCFF - Supplemental	108,190.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	24,392.00
1000-1999: Certificated Personnel Salaries	136,147.00
2000-2999: Classified Personnel Salaries	128,835.00
3000-3999: Employee Benefits	138,238.00
4000-4999: Books And Supplies	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies		5,000.00
0001-0999: Unrestricted: Locally Defined	Foundation	24,392.00
2000-2999: Classified Personnel Salaries	Foundation	90,000.00
3000-3999: Employee Benefits	Foundation	77,254.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	104,506.00
3000-3999: Employee Benefits	LCFF - Base	23,270.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	31,641.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	38,835.00

3000-3999: Employee Benefits	LCFF - Supplemental	37,714.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,754.00
Goal 2	241,858.00

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

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Ben Campopiano	Principal
Jyllian Smith	Classroom Teacher
Jenny Mullowney	Classroom Teacher
Yuri Buechler	Classroom Teacher
Michelle Flynn	Classroom Teacher
Susan Williams	Other School Staff
John Fowley	Other School Staff
Jennifer Lezcano	Other School Staff
Esha Gordon	Secondary Student
George Balan	Secondary Student
Zavier Ryder	Secondary Student
Grayson Bloes	Secondary Student
Decio Shimura	Parent or Community Member
Corinne da Cunha	Parent or Community Member
Bibiana Azuero-Collins	Parent or Community Member
Chrystal Jensen	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
	Departmental Advisory Committee
	Other: Miramonte Site Advisory Council

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 4/27/26.

Attested:

	Principal, Ben Campopiano on 4/27/26
	SSC Chairperson, Ben Campopiano on 4/27/26

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 (LCAP) process.

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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 local educational agency (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* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023