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/School Leadership Council (SSC/SLC) Approval Date	Local Board Approval Date
Ararat Charter School	19 64733 0121079	November 4, 2020	[Add Local Board Approval date here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Teachers, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the ongoing process of improving student learning.

The SPSA is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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.

Each year Ararat Charter School's stakeholders review student achievement data to continually reflect on the school's progress and revise goals and action plans to best improve student outcomes. The school's administrative and teaching team engages in a comprehensive data review process multiple times a year, through the analysis of internal benchmark testing, and, once a year, utilizing state test results (CAASPP). WASC and LCAP goals are strategically aligned to ensure efforts to improve student outcomes are supported and communicated appropriately, and with commitment, through multiple venues.

Teachers regularly, each trimester, analyze internal assessment data (NWEA MAP assessments in ELA and Math) by grade, subgroup, class, and individual student level and provide support to students, as needed, to ensure increases on the yearly state exam (CAASPP). Teachers reflect on internal and state assessment data in teams and individually to realign classroom goals and related instructional strategies that, in turn, help shape the schoolwide goals and use of instructional strategies.

The school's leadership team oversees the implementation and monitoring of the schoolwide action plan throughout the year. The team is comprised of six K-5 lead teachers, Principal, English Learner and Title 1/Special Education Coordinators for a total of nine individuals. The team meets regularly to analyze data and discuss courses of action to bring back to the larger team. Student achievement data and progress towards

meeting the plan's goals are further discussed during weekly *Mindful Mondays*, grade level meetings, and staff meetings.

ACS has adopted a constructivist approach to teaching and learning because it is the most effective way of developing student mastery of both common core state standards and habits of heart and mind described as learning outcomes. Given the target population, ACS believes this educational approach has demonstrated to be an effective approach to maximizing teaching and learning.

Schoolwide Learner Outcomes (SLOs)
Existing schoolwide learner outcomes, are as follows:

I.	Become academically proficient individuals who:
	a. Have acquired a comprehensive knowledge base in all content areas; b. Have developed sound study habits and organizational skills.
II.	Become skilled learners and independent critical thinkers who:
	a. Analyze and synthesize information from multiple sources; b. Can creatively and effectively apply critical-thinking skills and practical problem-solving procedures in academic and real-life situations; various forms; c. Demonstrate effective communication skills.
III.	Become effective utilizers of technology who:
	a. Can explore, select, and apply information that is age appropriate; b. Can utilize technology across the curriculum; c. Can create original works as a means of personal expression using technology; d. Can practice safe and responsible use of information and technology.
IV.	Become students aware of multi-cultural and diverse backgrounds who:
	a. Have acquired fundamental knowledge of diverse cultural backgrounds in the area of language, literature, history, and culture; b. Have a clear sense of responsibility in the community.
V.	Become socially responsible and productive students who:
	a. Are aware of civic responsibilities; b. Demonstrate constructive and collaborative work ethics, self-discipline, and positive character traits in everyday life; c. Understand, respect, and appreciate individual and cultural differences.

Greatest Progress
- ACS was recognized by the state of California as a Distinguished school in 2018.
- ACS did not have any suspensions in the 2019-2020 school year. This is a good indicator that the school's positive behavior support and intervention plans are working in favor of students.
- ACS has purchased additional iPads and laptops for student use. There is now a 1:1 ratio of devices to students.

Greatest Needs
- The Smarter Balanced Assessment (SBA) results show uneven progress and a downward trend which will be addressed by administrators, teachers, and staff. Overall student performance on the SBAC warrants targeted intervention, differentiated instruction, and meaningful professional development for staff with follow-up to ensure implementation across all classrooms and grade levels.

Ararat	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ELA	49%	56%	49%	46%	Testing	TBD
Math	46%	63%	51%	46%	suspended	TBD

- Ararat Charter will continue addressing Chronic Absenteeism through the following actions: -Ensure the importance of regular attendance is impressed upon parents through the School Leadership Council (SLC), English Learner Advisory Committee (ELAC), Attendance Review Committee (ART) meetings, and all other venues with parents; -Provide recognition to students who improve their attendance record; -Conduct parent outreach for students who face challenges with regular attendance, and provide school support to address specific issues.
- Continue to strengthen the school's English Language Development program and focus on decreasing the percentage of students at-risk of becoming LTELs and increasing reclassification rates.
- Use *Write from the Beginning* consistently and cogently to improve students' writing skills.
- Continue to build students' technology readiness for virtual teaching and learning and for the state summative assessments.
- Focus on providing students with disabilities with appropriate supports to build the skills needed to improve performance on local and state assessments.
- Increase student diversity through outreach efforts.
- Increase parent participation in school-based decision making.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Ararat Charter School consulted with teachers, parents, and students to provide input on goals, activities, and resources. The entire school community is involved with the school plan through surveys, School Leadership Council and English Learner Advisory Committee meetings, Cappuccino with the principal, staff meetings, and leadership team meetings.

Resource Inequities

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

N/A -Ararat Charter is not classified as needing Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI).

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Goal 1: Addresses State Priorities #1, #2, and #7 -Ararat Charter School will continue to provide a safe learning environment with access to standards aligned curriculum, highly qualified teachers, access to 21st century learning tools, and a broad course of study.

Identified Needs and/or Actions

I.   **Ararat Charter will adhere to the Williams Act – teacher assignments and certifications, facilities, and instructional materials in ELA and Math aligned to the Common Core.**
II.   **Ararat Charter will provide supplemental materials that focus on writing.**
III.   **Ararat Charter will purchase digital resources and technology.**

IV. **Ararat Charter will provide a broad course of study.**

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Maintain a group of educators with appropriate credentials and assignments aligned to the grade level that can be verified on the CA Commission on Teacher Credentialing website.	92% are highly qualified teachers.	100% compliance with respect to highly qualified teachers.
1. Maintain school facilities that are safe, clean, and in good repair by having periodic meetings with plant manager.	100% in compliance. School facilities maintained in good condition by plant manager for a safe and clean environment conducive to learning.	100% in compliance. School facilities maintained in good condition by plant manager for a safe and clean environment conducive to learning. Monthly Drills Safe School Plan Safety Committee
1. Provide all students with access to instructional materials aligned with the CA Common Core standards in ELA and Math.	100% compliant with the alignment of Common Core instructional materials for English Language Arts and Mathematics. Reach for Reading was adopted in 2016-2017 My Math was adopted in 2015-2016 Inspire Science was adopted in 2018-2019	100% compliant with the alignment of Common Core instructional materials for English Language Arts and Mathematics.
2. Utilize supplemental materials that focus on writing with fidelity and cogency (Write from the Beginning and Thinking Maps, KAGAN and GLAD strategies).	Only about 50% of our staff was utilizing Thinking Maps and Write from the Beginning resources to teach and improve writing across all grade levels.	100% of teachers will be using Thinking Maps across content areas and will utilize Write from the Beginning to teach writing to students.
3. Purchase technology (iPads and laptops) to ensure that each student has access to a device. Provide high speed internet access for online research for virtual, hybrid, and in-person instruction. Promote the use of instructional	50% of our staff needed training to understand technology use on platforms such as Zoom; Google Classroom; Class Dojo; NG Connect; and ReadWorks. 20% of our parents needed training on the same platforms.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
technology to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century learning skills.	30% of our students needed training on the same platforms.	
4. Provide a broad course of study.	Provide Visual and Performing Arts instruction; Armenian and Spanish language instruction; and computer lab	Provide Visual and Performing Arts instruction; Armenian and Spanish language instruction; and computer lab

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

Strategy/Activity 1a

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Ararat Charter ensures that all teachers maintain appropriate credentials and assignments are aligned to the grade level that can be verified on the CA Commission on Teacher Credentialing website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$1,257,300 $13,874	Salaries – LCFF Base and Title I and Title III Teacher Trainings – Title II

Strategy/Activity 1b

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Ararat Charter maintains school facilities that are safe, clean, and in good repair by having periodic meetings with plant manager.

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)
$253,099	Facilities related costs – LCFF Base Comprehensive Safe School Plan Monthly Drills

Strategy/Activity 1c

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Ararat Charter provides all students with access to instructional materials aligned with the CA Common Core standards in ELA and Math.

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)
$266,041 $27,590	Instructional Materials and Supplies – LCFF Base Assessment Costs – LCFF Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Ararat Charter utilizes supplemental materials that focus on writing with fidelity and cogency (Write from the Beginning, Thinking Maps and ELD).

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)
$8,646 $1,200	Illuminate – LCFF Base Trainings – LCFF Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Ararat Charter purchased technology (iPads and laptops) to ensure that each student has access to a device. ACS provides high speed internet access for online research for virtual, hybrid, and in-person instruction. ACS promotes the use of instructional technology to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century learning skills.

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)
$35,944	Communications – hotspots, internet, etc. – LCFF Base and LLM
$39,909	Technology Services – LCFF Base
$200,000	Laptops – non-capitalized equipment – LLM and Academic Achievement – Title I
$24,480	Planet Bravo – LCFF Base
$15,429	Firewall, accessories, software – LLM
$46,519	Virtual learning set-up - LLM

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Ararat Charter School provides a broad course of study.

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)
$48,989	Instructional materials – Academic Achievement – Title I
$15,000	Student activities – LCFF Base
$5,612	Field Trips – LCFF Base
$9,000	Diversity – LCFF Base
$5,900	Language materials and supplies – LCFF Base

Annual Review

SPSA Year Reviewed: 2020–21

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.

Actions and Services are being implemented as planned. ACS continues to provide a safe learning environment with access to standards aligned curriculum by providing students with curriculum that is fully aligned to the Common Core State Standards. ACS teachers are highly qualified and provide 21st Century learning tools to support students. The Actions and Services provided are appropriate to meet the goals.

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

Actions and Services were modified due to school closure as a result of the COVID-19 pandemic. Delivery methods changed from in-person to virtual, oversight. Additional technological concerns, for

both staff and students/families, were surfaced as a result of this unprecedented occurrence. As a result, ACS utilized one-time LLM funding to purchase additional laptops, iPads, software, accessories, hotspots, and memberships to various online portals/platforms to continue with quality instructional services.

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.

Changes, if needed, will be determined at a later date.

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

Goal 2

Goal 2: Addresses State Priorities #4 and #8 -Ararat Charter's students will attain competency in the core content areas as evidenced by their performance on the state assessment, CAASPP, and internal assessment, NWEA MAP.
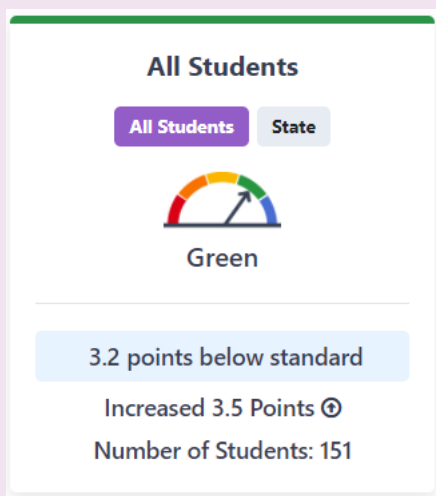
Identified Needs and/or Actions

2019 CAASPP RESULTS IN ENGLISH LANGUAGE ARTS

Percentage of Students that Met or Exceeded the Standards in ELA

Ararat	2015-**2016**	2016-**2017**	2017-**2018**	2018-**2019**	2019-**2020**	2020-**2021**
ELA	49%	56%	49%	46%	Testing suspended due to COVID-19	TBD

2019 DASHBOARD RESULTS – ENGLISH LANGUAGE ARTS

All Students

All Students | State

Green

3.2 points below standard

Increased 3.5 Points ⊕

Number of Students: 151

SUBGROUPS

Socioeconomically Disadvantaged

Student Group | State

Orange

6.7 points below standard

Maintained 1.7 Points

Number of Students: 107

English Learners

Student Group | State

Yellow

7.1 points below standard

Increased 5 Points ⊕

Number of Students: 114

White

Student Group | State

Green

1.8 points below standard

Increased 4.1 Points ⊕

Number of Students: 130

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

37.2 points below standard

Increased 18 Points ⊕

Number of Students: 75

Reclassified English Learners

50.9 points above standard

Increased 8.3 Points ⊕

Number of Students: 39

English Only
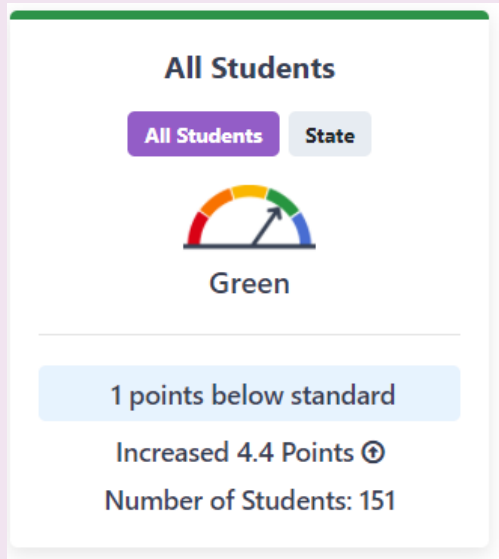
4.6 points below standard

Increased 4 Points ⊕

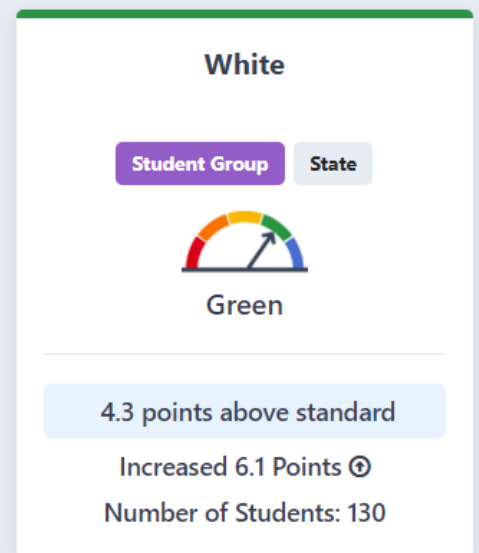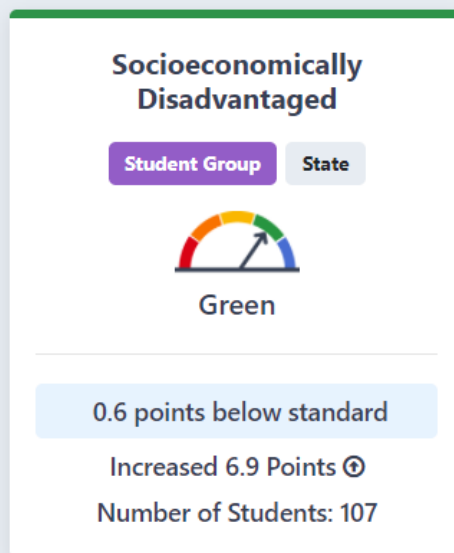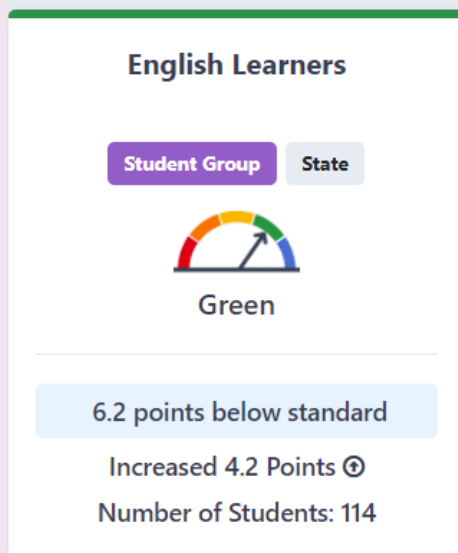Number of Students: 19

2019 CAASPP RESULTS IN MATHEMATICS

Percentage of Students that Met or Exceeded the Standards in Math

Ararat	2015-**2016**	2016-**2017**	2017-**2018**	2018-**2019**	2019-**2020**	2020-**2021**
Math	46%	63%	51%	46%	Testing suspended due to COVID-19	TBD

2019 DASHBOARD RESULTS – MATHEMATICS

All Students

All Students	State

Green

1 points below standard

Increased 4.4 Points ⊕

Number of Students: 151

SUBGROUPS

English Learners

Student Group	State

Green

6.2 points below standard

Increased 4.2 Points ⊕

Number of Students: 114

Socioeconomically Disadvantaged

Student Group	State

Green

0.6 points below standard

Increased 6.9 Points ⊕

Number of Students: 107

White

Student Group	State

Green

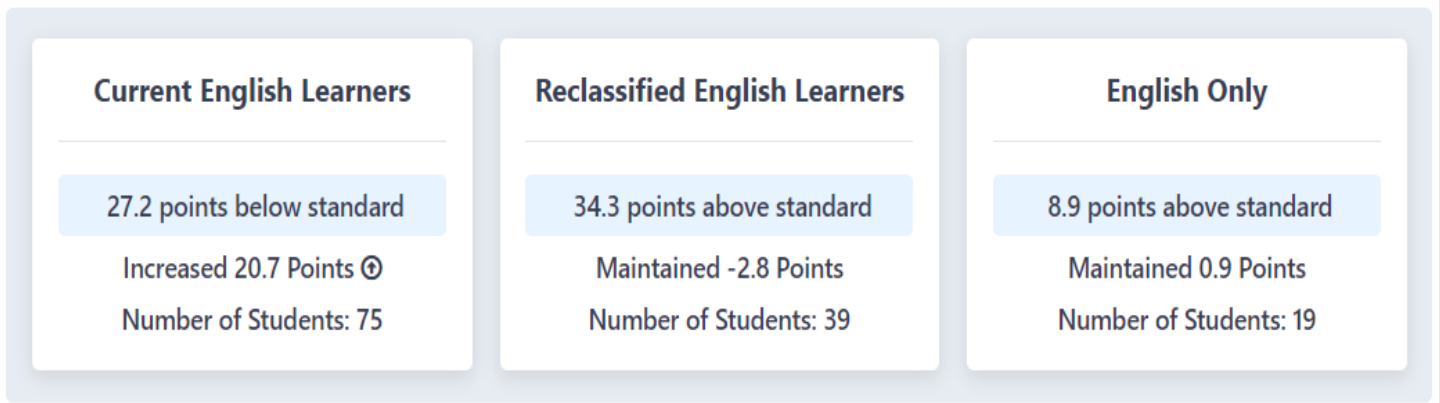4.3 points above standard

Increased 6.1 Points ⊕

Number of Students: 130

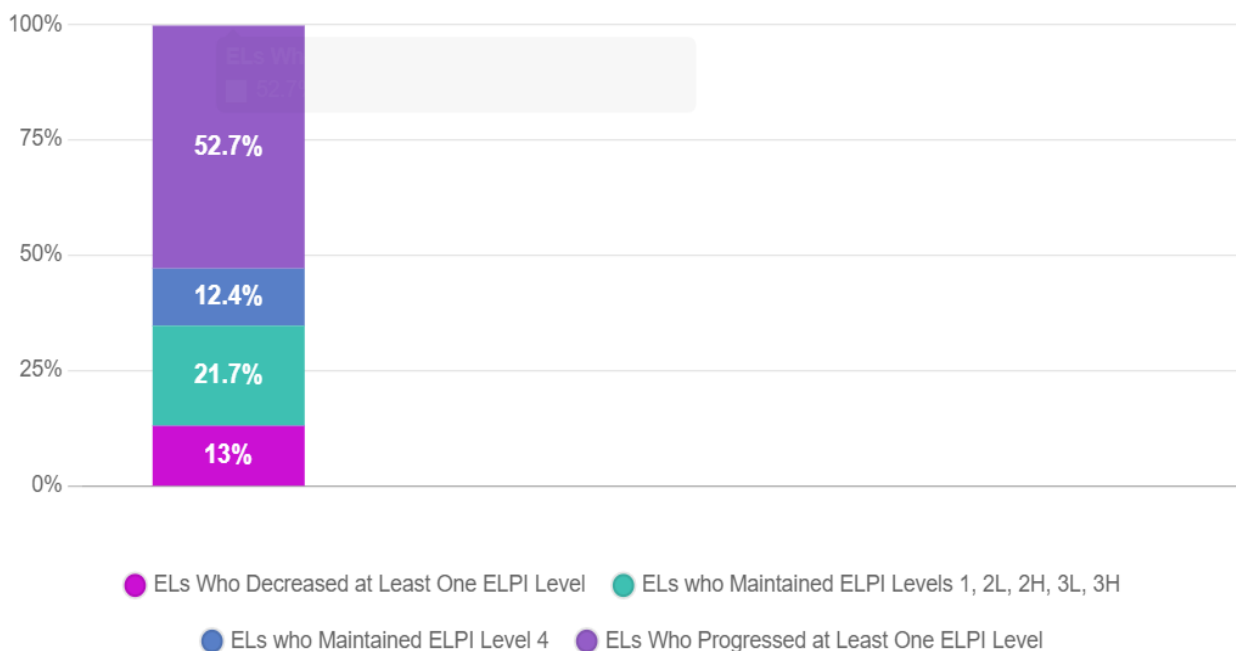## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.
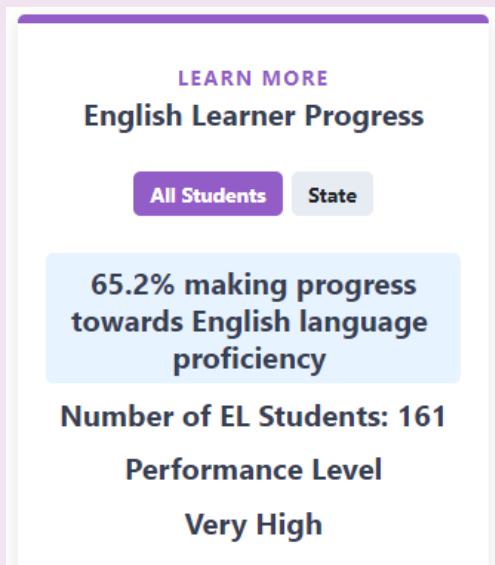
Current English Learners	Reclassified English Learners	English Only
27.2 points below standard	34.3 points above standard	8.9 points above standard
Increased 20.7 Points ⊕	Maintained -2.8 Points	Maintained 0.9 Points
Number of Students: 75	Number of Students: 39	Number of Students: 19

ENGLISH LANGUAGE ACQUISITION RESULTS AND RECLASSIFICATION RATES

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- 🟣 ELs Who Decreased at Least One ELPI Level
- 🟢 ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- 🔵 ELs who Maintained ELPI Level 4
- 🟣 ELs Who Progressed at Least One ELPI Level

Chart values: 52.7%, 12.4%, 21.7%, 13%

ENGLISH LEARNER PROGRESS

LEARN MORE

English Learner Progress

| All Students | State |

65.2% making progress towards English language proficiency

Number of EL Students: 161

Performance Level

Very High

Reclassification Rates

Ararat	2016-2017	2017-2018	2018-2019
Reclass Rate	20%	12.4%	8.8%

I.   Teachers will use CAASPP and NWEA MAP assessment data to set goals for individual students and for their class with action plans that outline how they will meet those goals.

II. Teachers will identify students who are not meeting ELA and Math Common Core State Standards and will provide small group instruction and interventions, as appropriate.

III. Students with Disabilities will have access to "high quality" academic support materials and classroom teachers will collaborate with the special education team.

IV. Classroom teachers will attend PD to increase their knowledge of how to support students all students, including English learners and Students with Disabilities.

V.   English Learners will have access to high quality materials to support language acquisition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Teachers will use CAASPP and NWEA MAPs assessment data to set goals for individual students and for their class with action plans that outline how they will meet those goals.	2019 ELA CAASPP outcome: 46% of students Met and Exceeded the Standards All Students in ELA - 3.2 points below standard Subgroups in ELA: SED (R) – 6.7 points below standard	Increase outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL (O) – 7.1 points below standard White (G) – 1.8 points below standard -.-.-.-.-.-.-.-.-.-.-.-.-.- 2019 Math CAASPP outcome: 46% of students Met and Exceeded the Standards All Students in Math - 1 point below standard Subgroups in Math: SED (G) – 0.6 points below standard EL (G)) – 6.2 points below standard White (G) – 4.3 points above standard -.-.-.-.-.-.-.-.-.-.-.-.-.- NWEA MAP data is currently being collected. This is a new in-house, benchmark assessment for ELA and Math.	
2. Teachers will identify students who are not meeting ELA and Math Common Core State Standards and will provide small group instruction and interventions.	Small group instruction and intervention was provided, as needed to support all students.	Continue
3. Students with disabilities will have access to "high quality" academic support materials and classroom teachers will collaborate with the Special Education team.	The Special Education team and service providers provided sessions to support students as dictated in their IEPs; additionally, schoolwork packets were sent home, in collaboration with the regular classroom teacher, to ensure they were provided with FAPE	Continue
4. Classroom teachers will attend professional development to increase their knowledge of how to support all students, including English learners and Students with Disabilities.	Professional development was held 9 days before the beginning of the school year with two additional PD days in October and March?? that focused on the following: Online components of NG Connect and ReadWorks; Thinking Maps;	Continue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Write from the Beginning; Integration of Project-Based Learning; KAGAN strategies; GLAD Training; ELD; Special Education; and SBAC preparation	
5. English Learners have access to high quality materials to support language acquisition.	2019 EL Dashboard Results in ELA: **English Language Arts Data Comparisons: English Learners** Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts. Current ELs: 37.2 points below standard Reclassified ELs: 50.9 points above standard -.-.-.-.-.-.-.-.-.-.-.-.- 2019 EL Dashboard Results in Math: **Mathematics Data Comparisons: English Learners** Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics. Current ELs: 27.2 points below standard Reclassified ELs: 34.3 points above standard -.-.-.-.-.-.-.-.-.-.-.-.- Reclassification Rate: 8.8%	Increase outcomes

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

Strategy/Activity 1

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

All students.

Strategy/Activity

Teachers will use CAASPP and NWEA MAPs assessment data to set goals for individual students and for their class with action plans that outline how they will meet those goals.

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)
$6,080	NWEA MAP (LLM)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Teachers will identify students who are not meeting ELA and Math Common Core State Standards and will provide small group instruction and interventions.

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
$15,199
	Academic Enrichment – Title IV
	Dues and Memberships – LCFF Base
	    Brain POP
	    Brain POP Junior
	    EPIC
	    A-Z Learning
	    ABC Mouse
	    Teacher Created Materials
	Wonders Program – See Goal #1c

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities.

Strategy/Activity

Students with Disabilities will have access to "high quality" academic support materials and classroom teachers will collaborate with the Special Education team.

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)
$365,000 $0 $0 $0 $0	Special Education Contract Instructors (SpEd) SpEd Coordinator Salary in Goal #1a RSP Teacher Salary in Goal #1a Computing Devices in Goal #1.3 Instructional Materials in Goal #1c

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Classroom teachers will attend professional development to increase their knowledge of how to support all students, including English learners and Students with Disabilities.

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)

$0
 	
$300
$0
$0
$0
$0
$7,824
 	
$0
$0
	Thinking Maps/Write from the Beginning – Title II
	See Goal 1#a
	KAGAN – LCFF Base
	Write from the Beginning
	Thinking Maps
	Accelerated Reader
	Rosetta Stone
	Dues and Memberships - Title III
	    Brain POP
	    Brain POP Junior
	    EPIC
	    A-Z Learning
	    ABC Mouse
	   Teacher Created Materials
	Wonders Program – See Goal #1c
	SpEd Coordinator – See Goal #1a
	EL Coordinator – Title III - See Goal #1a

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners.

Strategy/Activity

English Learners have access to high quality materials to support language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

$1,200
$0
$0
$0
$2,000
$0
	English Learner PD – Title III
	KAGAN - LCFF Base
	Thinking Maps / Write from the Beginning
	Accelerated Reader
	Rosetta Stone - English Learner – Title III
	Dues and Memberships – Title III
	    Brain POP
	    Brain POP Junior
	    EPIC
	    A-Z Learning
	    ABC Mouse
	    Teacher Created Materials
	Wonders Program – See Goal #1c

Annual Review

SPSA Year Reviewed: 2020-21

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.

An analysis of the data shows that there was a 5% decline in ELA and a 3% decline in Math from 2017-2018 to 2018-2019. Based on the analysis stronger systems, supports, and clear communication will occur moving forward.

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

Based on the data presented, the school hired two coordinators (EL and SpEd) dedicated to specific subgroups. These Coordinators are tasked to provide support to teachers, students, and parents through various venues – lesson demonstrations, meetings, intervention activities, etc.

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.

ACS seeks to increase student achievement by intentionally employing qualified staff members and purchasing programs to support the increase of student outcomes.

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

Goal 3

Goal 3: Addresses State Priorities #3, #5 and # -Ararat Charter will maintain a positive school climate and culture and improve parent participation through outreach.
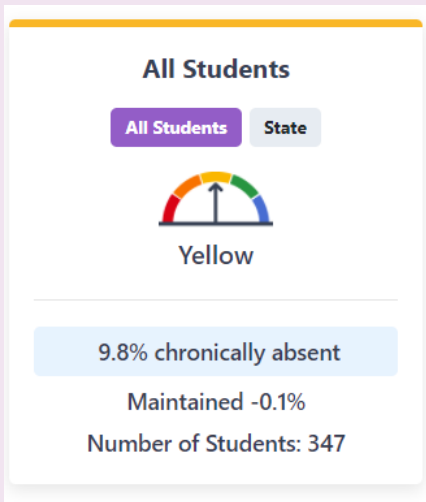
Identified Needs and Actions

I.   **Ararat Charter will encourage parents to actively participate in Cappuccino with the Principal; School Leadership Council; and English Learner Advisory Committee. Continue with parent workshops, as needed.**
II.   **Ararat Charter will continue to update parents on school events and activities through various communication systems and platforms.**
III. **Ararat Charter will continue with its positive behavior support plan to constructively affect school climate and culture and reduce suspensions/expulsions.**
IV.   **Ararat Charter will continue to focus on attendance to reduce chronic absenteeism rate.**

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

1. Parent participation during Cappuccino with the Principal; School Leadership Council; and English Learner Advisory Committee meetings.	2 ELAC meetings occurred in the 2019-2020 school year; 6 Coffee with the Principal meetings
	
	Parent Workshops
		Hold 4 School Leadership Council meetings and increase English Learner Advisory Committee meetings to 4 in the 2020-2021 school year
		6 Cappuccino with the Principal meetings will occur
		
		Conduct Parent Workshops
		    BOY orientation
		    Technology Workshops
		    SpEd Workshops

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		SBAC Workshops
2. Communication through various platforms.	Daily communication through Class Dojo; Weekly communication sent through MailChimp; Monthly updates to school's website; Progress Reports; Report Cards; Back to School Night; Open House; Parent Teacher Conferences Results for ELPAC and SBAC	Continue using these venues for clear and consistent communication Results for NWEA MAP Translation services
3. Monitor suspensions and expulsions.	2019-2020 data: 0% suspensions 0% expulsions Safe School Plan Student Success Team Meetings Conferences Monthly Assemblies Restorative Justice Practices Character Education Second Step PBIS Blue English Learners Hispanic Socioeconomically Disadvantaged White	2020-2021 data: 0% suspensions 0% expulsions Safe School Plan Student Success Team Meetings Conferences Monthly Assemblies Restorative Justice Practices Character Education Second Step PBIS

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. Focus on attendance	Monthly Perfect Attendance Assemblies 9.8% Chronic Absenteeism rate **All Students** All Students / State Yellow 9.8% chronically absent Maintained -0.1% Number of Students: 347	Monthly Perfect Attendance Assemblies Attendance Review Team meetings

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Parent participation during Cappuccino with the Principal; School Leadership Council; and English Learner Advisory Committee meetings. Continue with parent workshops, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$1,000	Parent Workshops – LCFF Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Communication through various platforms.

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)
$0	In-house – LCFF Base included in Goal #1a

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Monitor suspensions and expulsions.

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)
$0	In-house – LCFF Base included in Goal #1a

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Focus on attendance.

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)
$0	In-house – LCFF Base included in Goal #1a

Annual Review

SPSA Year Reviewed: 2020-21

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.

Actions and Services are being implemented as planned. ACS continues to encourage parent involvement and has increased the frequency of meetings so more parents will be able to attend. The school maintains effective school communication through various platforms. School wide incentives also support parental participation.

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 have newly contracted with an organization that provides translation services for key documents.

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

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 144,679
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,627,797

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 ($)
Title I	$98,989
Title II	$13,874
Title III	$21,816
Title IV	$10,000
Cares Act LLM	$259,067

Subtotal of additional federal funds included for this school: $ 403,746

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 ($)
LCFF	$3,522,475
[List state or local program here]	$[Enter amount here]

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $3,522,475

Total of federal, state, and/or local funds for this school: $403,746

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

  [NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019