

School Year: 2020-21

# School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ballington Academy for the Arts & Sciences – San Bernardino	36-67876-0133892	N/A per Section 70 of SB820	December 15, 2020

## 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)

Ballington Academy for the Arts and Sciences - San Bernardino (BAAS-SB) is a Title I Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. Describe how the school will support priority areas and/or specific student groups in need and how the school selected evidence-based interventions to support priority areas and/or student groups.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

Ballington Academy for the Arts and Sciences - San Bernardino will meet ESSA requirements in alignment with the LCAP, Learning Continuity Plan, and Federal Funding. In addition, the actions in this plan outline how our school will support low performing student groups (English Learners, Socio-economically Disadvantaged, Hispanic).

Leadership Team researched the following sites to ensure adoption and implementation of evidence-based interventions for the school's SPSA plan which included:

- EvidenceforESSA.org website
- What Works Clearinghouse website
- Research studies that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate or promising evidence (Tiers of Intervention 1-3).
- U.S. Department of Education Resources to Support Next Generation High Schools: Using evidence to create next generation High Schools

## 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

Section 70 of SB820 requires charter schools to use the stakeholder engagement process for the learning continuity and attendance plan in EC43509(b) for the adoption of their SPSA for the 2020-21 school year.

BAAS-SB recognizes the critical role of meaningful stakeholder engagement in school planning and school improvement cycles. Parents, teachers, staff, and the valuable members of our learning community have provided input, feedback, and consultation throughout the school's phases of Learning Continuity Plan (LCP) development. Based on the impacts of the COVID-19 pandemic on our learning community, stakeholders have been engaged in this process through multiple means to ensure that all members of our learning community have access to the LCP development process.

Our school has facilitated numerous parent meetings to engage families in the school's needs assessment and provide input and feedback into the development of the LCP. All meetings were held via Zoom video conferencing technology or via google meets. Our staff also has contacted all families to provide updates, conduct the school's technology needs assessment, and identify the types of resources families need during this pandemic and shift to virtual learning. Our bilingual staff (Spanish/English) provides interpreter services during schoolwide and individual meetings with families and are available upon request.

As a small school our Principal communicates with staff on a regular basis if not a daily basis. Developing the school's Distance Learning Plan has been an ongoing effort with staff, SPED and EL Specialist, parents and feedback from students to ensure a rigorous academic and engaging distance learning program that meets the needs of our vulnerable school community and includes academic and social-emotional supports for our students and families.

In June-July our school administered a return to school survey to assess family preferences for in-person/hybrid versus distance learning for fall 2020: 48% preferred in-person/hybrid; and 52% preferred distance learning. Additionally parents noted they would send their children back to on-site instruction once safe.

Our school utilizes emails, school's website, Facebook and social media including Class Dojo App as the modes of communication with families.

# Comprehensive Needs Assessment

## Data Analysis

Review available data by “All students” and by individual student groups (e.g. 2019 CA Dashboard, local achievement data, etc.). Briefly identify and describe the conclusions of your data analysis, inclusive of all state indicators, including student performance against state determined long-term goals. How are you modifying instruction based on these results?

BAAS-SB serves annually approximately 178 students in grades TK-5 with demographics that include:

- 22% African American
- 67% Hispanic
- 2.2% 2 + Races
- 1.6% White
- 6.7% Students with Disabilities (SWD)
- 26.4% English Learners
- 4.4% Foster Youth
- 15% Homeless Youth
- 94% Socioeconomically Disadvantaged

The school’s leadership team comprised of the Principal, Lead teachers, SPED Teacher (RSP), Interventionist, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **needs assessment**. Data analysis included the Fall 2019 California Schools Dashboard (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	None	None	None	None
English Learners	Blue	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Blue	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	Blue	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Blue	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

BAAS-SB received an overall blue performance level for Chronic absenteeism; and for all numerically significant student groups: English Learners, Socioeconomically Disadvantaged, African American, and Hispanics.

BAAS - SAN BERNARDINO				BAAS - SAN BERNARDINO			
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	197	78	39.6%	SCHOOLWIDE	218	0	0.0%
AFRICAN-AMERICAN	60	22	36.7%	AFRICAN-AMERICAN	56	0	0.0%
HISPANIC	115	45	39.1%	HISPANIC	139	0	0.0%
WHITE	11	5	45.5%	WHITE	11	0	0.0%
EL	35	12	34.3%	EL	49	0	0.0%
SOC. ECON DISADV.	182	71	39.0%	SOC. ECON DISADV.	200	0	0.0%
SWD	8	3	37.5%	SWD	12	0	0.0%

BAAS-SB teachers and staff communicate with families on a regular basis using multiple methods including email, ClassDojo, Zoom, telephone, Synergy Parent Portal, Google Hangouts, Coffee with the Principal, to name a few. All teachers will offer daily office hours virtually for students and parents.

***Student participation in distance learning*** will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school's will design a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template (Education Code (EC) Section 43504

BAAS-SB strives to ensure all students will attend classes and be engaged in their learning. If a student is absent more than three schooldays or 60% of the instructional days in a week the following tiered processes will be implemented:

1. The Registrar will verify current contact information and confirm this with the teacher of record
2. Teachers will notify parents or guardians daily of absences via text, call, or electronic messaging system. If after the 4th day of non-response, the teacher will refer the student to the Registrar.
3. The Registrar will place one call, or text if no response within 2 business days, the student will be referred to the Principal and a formal letter will be sent to the home.
4. If no response within 2 business days, the principal or designee will attempt a home visit.
5. Should at any point, the student be reached in this process, the school will discuss why the student has been absent and determine the pupils & family's needs and if possible, direct them to appropriate services.
6. If no contact can be made after attempts and it is determined the family is no longer living at the stated address the student will be dropped from the roster by the Registrar.

BAAS-SB has continued to implement AVID strategies, trauma-informed practices, provide mental health supports in addition to its partnership with South Coast Community Services group that provides virtual counseling services for students and families, which has resulted in a positive school climate and no suspensions.

The following chart outlines the total number of suspensions, suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	212	0	0	0.0%	0.0%	0.0%
AFRICAN-AMERICAN	65	0	0	0.0%	0.0%	0.0%
HISPANIC	123	0	0	0.0%	0.0%	0.0%
WHITE	11	0	0	0.0%	0.0%	0.0%
EL	35	0	0	0.0%	0.0%	0.0%
SOC. ECON DISADV.	192	0	0	0.0%	0.0%	0.0%
SWD	8	0	0	0.0%	0.0%	0.0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	224	0	0	0.0%	0.0%	0.0%
AFRICAN-AMERICAN	58	0	0	0.0%	0.0%	0.0%
HISPANIC	142	0	0	0.0%	0.0%	0.0%
WHITE	11	0	0	0.0%	0.0%	0.0%
EL	50	0	0	0.0%	0.0%	0.0%
SOC. ECON DISADV.	205	0	0	0.0%	0.0%	0.0%
SWD	13	0	0	0.0%	0.0%	0.0%

It is imperative during this time learning attends to student social and emotional needs. Intentional strategies include:

- Encourage ongoing communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Utilize trauma-informed practices, when possible
- Utilize school and community resources to provide mental health supports

Our school has partnered with South Coast Community Services Group that provides online counseling services.

Ballington has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. Embedded within our distance learning model are the following supports:

- Daily scheduled small group intervention sessions with credentialed teacher

- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- Meal distribution throughout distance learning and hybrid learning environment.
- Teacher will conduct weekly check-ins students/families

**Special Education (RSP) and General Ed teachers** plan regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

During designated times for **small group instruction**, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

### **ACADMERIC INDICATORS**

Ballington Academy does not have academic indicator performance level on the Fall 2019 CA School Dashboard because fewer than 30 students were tested in the ELA and Math CAASPP. A total of 28 students in grades 3-4 were tested in Spring 2019; and a total of 14 students in grade 3 were tested in Spring 2018. In order to monitor student academic progress Ballington Academy administers NWEA MAP Assessments in Reading and Math, three times per year.

### **NWEA MAP ANALYSIS**

Ballington Academy has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. ([www.nwea.org](http://www.nwea.org)) It is currently on the list of “verified data” that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study’s results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

All students are assessed using NWEA MAP assessments for reading and Mathematics. For the 2019-20 school year, NWEA MAP was administered in twice (Fall & Winter). Spring NWEA MAP was suspended due to school closure.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	19-20 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED					
GRADE K	--	--	--	137	137	139	--	--	--	9.63	1.43
GRADE 1	143	145	137	157	152	148	14	7	11	9.92	1.47
GRADE 2	157	154	158	165	171	162	8	17	4	8.85	1.44
GRADE 3	177	171	153	182	177	165	5	6	12	7.25	1.23
GRADE 4	186	163	168	193	164	178	7	1	10	5.82	1.21
GRADE 5	176	158	168	192	168	177	16	10	9	4.64	1.15

**Highlights – Overall Comparison of NWEA Reading Assessment**

- Grades 1, & 4-5 cohort exceeded School Growth Norms
- The English Learner (EL) Student Group outperformed their grade level cohort in grades 3-4, and exceeded School Growth Norms for all grades with the exception of grade 2.
- The Students with Disabilities (SWD) Student group outperformed their grade level cohort in grades 3-4, and exceeded School Growth norms for all grades with the exception of grade 2.

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	19-20 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED					
GRADE K	--	--	--	139	132	132	--	--	--	10.57	1.36
GRADE 1	151	150	140	163	156	160	12	6	20	10.13	1.44
GRADE 2	173	162	164	177	178	179	4	16	15	9.03	1.30
GRADE 3	175	180	158	183	180	173	8	0	15	7.75	1.21
GRADE 4	185	163	163	188	166	186	3	3	23	6.50	1.16
GRADE 5	190	169	176	199	178	194	9	9	18	5.56	1.39

**Highlights – Overall Comparison of NWEA Math Assessment**

- Grades 1, 3 & 5 cohort exceeded School Growth Norms
- The English Learner (EL) Student Group outperformed their grade level cohort in grade 2, and exceeded School Growth Norms for grades 2 & 5..
- The Students with Disabilities (SWD) Student group outperformed their grade level cohort for all grades, and exceeded School Growth norms for all grades.

BAAS-SB has designed a daily instructional schedule that includes both synchronous (live) and asynchronous instruction. The daily instructional day includes instruction in all core subjects, with instructional blocks to provide small group instruction, reading and math intervention, English Language Development (ELD), and “Specials” which are courses that include Art, Music and STEM Science to provide ever student with a well-rounded education. The school day starts at 8am and ends at 3pm daily. Every morning starts with a Community Circle and Social-emotional (SEL) that supports students with their social-emotional health and includes components of building community and relationships.

<b>SB98 CDE: Daily Instructional Minute Requirement</b>	<b>Ballington’s Daily Instructional Minutes</b>
<b>K - 180 minutes, 31,500 annually</b>	<b>K - 360 minutes, 52,560 annually</b>
<b>1-3 – 230 minutes, 40,250 annually</b>	<b>1-3 – 360 minutes, 52,560 annually</b>
<b>4-8 – 240 minutes, 42,000 annually</b>	<b>4-8 – 360 minutes, 52,560 annually</b>

**Synchronous Instruction** refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments.

**Asynchronous instruction** refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student’s Google Classroom.

Google hang outs and zoom will be the primary platforms for distance learning. BAAS-SB will offer a varied schedule for specials (art, music, and science) and will use a pull out (break room) model for collaborative group work, special education, ELD, and reading. To specifically mitigate learning loss potential and differentiate instruction, BAAS-SB has structured several pull outs and break out rooms

designed based on the individualized needs of the students. Our students will use the following core curriculum, supplemental application and intervention programs:

- English Language Arts: Engage NY, Edgenuity/Pathblazer
- English Language Development: Imagine Learning (ELD)
- Math: Eureka Math, Edgenuity/Pathblazer
- Social Studies: TCI Social Studies Alive
- Science: TCI Science

As part of the annual program evaluation on the use of Title I funded programs which included Instructional Aides (2) for the 2019-20 school year.

- Spring 2020 CAASPP & ELPAC were suspended as a result of COVID-19 school closure.
- Fall 2019 and Winter 2020 NWEA MAP Reading & Math assessments – intermittent growth
- Use of Instructional Aides was somewhat effective.
- There is a need to develop formalized structures for reading and math intervention.
- There is a need to implement an evidence-based reading program to support struggling readers and challenge high achieving readers.
- There is a need to provide teachers with evidence-based pedagogical strategies to support students during distance learning, increase student engagement and participation in order to improve student academic outcomes.

As a result of our needs assessment for the 2020-21 school year, our teachers are implementing targeted small group instruction through guided reading groups, especially with Distance learning. The following includes programs and supports that will be implemented for 2020-21 school year to improve student academic outcomes.

- The ***Interventionist (credentialed teacher)*** will support targeted/identified students with additional math and reading support during asynchronous instructional block. (Title I) The Interventionist who is a credentialed Music teacher will incorporate music education throughout the schedule using a whole child approach to education. Extensive research has concluded that music assists students in elementary in learning all subjecting by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children’s communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support. (Title I)

- ***SIPPs Reading (intervention) Program***, an evidence-based structured reading program that focuses on foundational skills and strengthens reading skills by building confidence and motivation. It can improve reading proficiency between 2.0-2.5 grade levels. (Title I)

- ***Music Resonator Bells*** will be used for Music Education during distance learning and hybrid learning as part of our whole child approach to learning and facilitate engagement. (Title IV)

- Support teachers participating in **high quality educator RIMS induction programs**, certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)) (Title II)

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s). What surveys have been administered? Briefly summarize the results/major findings.

During the summer of 2020 a parent survey to assess if families had ownership of a computer, chrome book or device that could be used for learning as well as if they had internet connectivity at home that would allow them to participate in a 100% digital or hybrid learning model. The results pointed to the need to invest in Chromebooks, and Wi-Fi hotspots to close the digital divide schoolwide and ensure all students have access to the school curricular and instructional program during distance learning.

BAAS-SB plans to administer a parent, teacher, student mid -year survey to canvass our constituents about their digital learning experiences and to receive feedback and suggestions as to improve our program.

During the Summer of 2020 – our school conducted a Technology Needs Assessment survey:

In accordance with CA Ed Code 43503, BAAS-SB will assign one device (Chromebook) per student so they can access lessons, resources, curriculum, and communication tools to stay connected. Our school is committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning.

Our staff conducted a technology and connectivity needs assessment via a family questionnaire.

100% of our students were issued a Chromebook and a headset. Wi-Fi Hotspots were issued upon request and based on family questionnaire. Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

Devices must be checked out and returned at the end of the school year.

To ensure proper use of technology and appropriate norms and expectations, all families will be provided with training throughout the year.

BAAS-SB plans to administer a parent, teacher, student mid -year survey to canvass our constituents about their digital learning experiences and to receive feedback and suggestions as to improve our program.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings. Summarize informal classroom observations/walkthroughs. What major trends appear or areas of focus are suggested from these observations?

The Principal conducts classroom observations at least on a weekly basis, utilizing the classroom walkthrough template which has adopted various components of the Danielson's Framework. It also includes a companion administrative feedback narrative. After the conclusion of each classroom observation, a follow-up teacher/administrator conference takes place which provides an opportunity to dialogue and reflect. Areas of need are used to inform future professional development for teachers. Areas of focus include those implemented in our school's Professional Development Plan as a result of the school's Comprehensive Needs Assessment.

## Professional Development

How does ongoing professional development align to content standards, assessed student performance, and professional needs (ESEA)? How does the LEA ensure ongoing instructional assistance and support for teachers in improving their practice (e.g., use of content experts and instructional coaches)?

BAAS-SB has designed the following professional development for teachers and staff to ensure the delivery of high-quality instruction via distance learning:

- Kagan's Cooperative Learning Strategies
- Trauma-responsive Teaching
- Effective strategies for Students with Disabilities (SWD)
- Google Suites/Classroom
- SB98 Attendance & Participation Requirements; and Certifying Time Value – assignment
- NWEA MAP Assessments – setting goals for measuring student growth
- Synergy Student Information System (SIS) – attendance reporting (SB98 requirements); and its Parent Portal.

## Resource Inequities

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

During our review process the Leadership team identified the following **Resource Inequities** by looking at ways in which a program may be unfair or lack inclusion. We utilized the toolkit provided by the Alliance for Resource Equity, a collaboration between Education Resource Strategies (ERS) and The Education trust, that developed the Education Resource Equity Framework. Resource inequities identified in our program in connection with our school's needs assessment includes:

- **School Funding:** as a result of budget shortfall this year, staffing/personnel and programs were eliminated.
- **High-Quality Early Learning:** A significant proportion of our incoming students that enter Kindergarten have not had access to a high quality preschool program and therefore are not performing at grade level.

- ***Student Supports & Intervention:*** continue to provide academic intervention built into the instructional day and provide teachers with professional development on differentiation and scaffolding.
- ***Instructional time & Attention:*** this school year, SB98 has significantly reduced the daily instructional minutes; and total number of instructional days, and with distance learning, our school, like many schools struggle with student engagement, and daily participation.

# 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

**Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves.**

### Identified Need

As a result of the vulnerable student populations at BAAS-SB it is critical to measure and monitor academic progress of all students to ensure appropriate support and/or interventions are provided in a timely manner.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Gr 3: -107 DFS Scale Score Gr 4: -90 DFS Scale Score	+10-point Scale Score gain
CAASPP Math	Gr 3: -110.2 DFS Scale Score Gr 4: -97.7 DFS Scale Score	+10-point Scale Score gain
Attendance Rates	96.5% (2019-20)	>95%
Chronic Absenteeism	0% (2018-19)	<3%
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%
CA Science Test (CAST) Gr. 5	N/A	Spring 2020 CAST will serve as a baseline
Suspension Rate	0% (2018-19)	<1%
Expulsion Rate	0% (2018-19)	<1%

## 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

**The Interventionist** (credentialed teacher) will support targeted/identified students with additional math and reading support during asynchronous instructional block. (Title I) The Interventionist who is a credentialed Music teacher will incorporate music education throughout the schedule using a whole child approach to education. Extensive research has concluded that music assists students in elementary in learning all subjecting by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children’s communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps.

### 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)

\$70,000

Title I

## 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

**SIPPs Reading (intervention) Program**, an evidence-based structured reading program that focuses on foundational skills and strengthens reading skills by building confidence and motivation. It can improve reading proficiency between 2.0-2.5 grade levels.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2,775

Title I

### 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

**Music Resonator Bells** will be used for Music Education during distance learning and hybrid learning as part of our whole child approach to learning.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2,515

Title IV

## Goal 2

**Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our student and improve academic outcome for all students.**

### Identified Need

There is a need to strengthen instruction and implementation of ELD standards (designated and integrated) across all disciplines that will result in improve outcomes for EL students and increase reclassification rates.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% EL making progress towards English Language Proficiency	36.8% Low	>40%
EL Reclassification Rate	12.2% (2019-20)	15%
% Teachers appropriately credentialed and assigned:	100%	100%
% Students with access to standards-aligned materials	100%	100%
All teachers will implement the state board adopted academic content and performance standards for all students: (ELA, Math, ELD, History, PE, NGSS, VAPA)	100%	100%

### 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

Principal & classroom teachers (salaries) to provide in-person/distance learning instruction.

#### 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)

**\$625,415**

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

BAAS-SB will support teachers participating in high quality educator RIMS induction programs, certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**\$3,000**

Title II

# 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.

Not applicable

As a result of SB98, the 2020-21 LCAP was eliminated, therefore charter schools are required to complete a SPSA for the 2020-21 school year.

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

Not applicable

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.

Not applicable

# 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	\$79,631
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	\$705,046

## 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	\$63,782
Title II (Transfer Partial Funds to Title I)	\$5,849
Title IV (Transfer Partial funds to Title I)	\$10,000
	\$
	\$

Subtotal of additional federal funds included for this school: \$79,631

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 Base	\$625,415
	\$
	\$

State or Local Programs	Allocation (\$)
	\$
	\$

Subtotal of state or local funds included for this school: \$625,415

Total of federal, state, and/or local funds for this school: \$705,046

# Instructions

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

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

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

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

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

## **Instructions: Table of Contents**

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto: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](mailto: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](mailto: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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## Annual Review

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

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

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: 5 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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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